

JOHN TRACY CLINIC

Correspondence Course
for
Parents

of **YOUNG DEAF CHILDREN**

INTRODUCTION
TO

Part B - Deaf Preschoolers



copy 15/8/94



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General Practice

Internal Medicine

Pediatrics

Gynecology

Ophthalmology

Otolaryngology

Neurology

Orthopedics

Plastic Surgery

Urology

Cardiology

Endocrinology

Immunology

Pathology

Radiology



John Tracy Clinic, founded in 1942 by the late Mrs. Spencer Tracy, wife of the film star, is located in Los Angeles, California, near the University of Southern California. The Clinic is named in honor of the Tracys' son, John, who was born profoundly deaf.

John Tracy Clinic is an educational center for preschool deaf children and their parents. The main focus is on educating the parents: Mrs. Tracy felt from the start that in order to help deaf children, we must help their parents. The Correspondence Course is one of many services available at no cost to parents of young deaf children anywhere in the world.

This version of John Tracy Clinic's **Correspondence Course for Parents of Young Deaf Children** was planned and written by Clinic staff under the direction of Dr. Edgar L. Lowell, Director, John Tracy Clinic, and Sandra Meyer, Director, Correspondence Education.

Patricia Gilliam: Writer
Judy Ziegler: Illustrator

Acknowledgments

Acknowledgment is made to the staff at John Tracy Clinic for their suggestions, critiques and efforts. Particular thanks are due to:

Verle DeFore, Charlotte Dodson, Karen Modzelesky Plecnik, Priscilla Phillips, and Mary Anne Short.

PROFESSIONAL PERSONS AND ORGANIZATIONS

The Clinic makes this course for parents of preschool deaf children, age two to six, and the course for parents of deaf babies, birth to age two, available at cost, in bound volumes, to professional persons or organizations.

There is no charge to parents of deaf children, birth to age six, who enroll and receive the lessons on an individual basis.

OUR SYMBOL

The Yucca, depicted on the cover, is the symbol of John Tracy Clinic. Because its waxy white blossoms seem to light up our hillsides in Southern California, the Yucca is sometimes referred to as "The Candle of the Lord."

Our thanks – and the thanks of parents and
young deaf children
throughout the world – goes to the following
who made this publication possible:

The Ahmanson Foundation

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JOHN TRACY CLINIC



806 West Adams Boulevard, Los Angeles, Calif. 90007 ..

*an educational center for
preschool deaf children
and their parents.*

Dear Parents:

Many years ago, when my son was about twenty months old, an otologist told me that his hearing loss came under the heading of nerve deafness, cause unknown, and that there was nothing he could do about it. Then he continued in almost the same breath, "But you know what *you* can do about it. John can learn to talk, he can learn to lipread, he can go through a university, he can do almost anything a hearing person can do, but you have a job!"

Two years later, a famous neurologist—and a very wise man—agreed that it was nerve deafness and that nothing was known at that time, medically or surgically, which could be done. Then he said, "Mrs. Tracy, you are blessed among women. Yours can be a very interesting life."

These are moments I shall never forget. I pass them on to you. It certainly is not a blessing one would pray for, but certainly mine has been an interesting life.

Through these lessons, we are going to help you get started on this "job." We will show you some of the many, many ways in which you can contribute to your child's growth and development as a person, and how you can begin, and how you can encourage and hasten the communication process. We might say we will show how you can begin to build a bridge of understanding between him and his family, one which eventually will link him with the world.

We have put the growth and development of the whole child first, even before lipreading, language and speech, because communication is not a separate unrelated skill which one can acquire. Communication is part of living, of everything we do and are. It is affected by our personalities, by our attitudes and the attitudes of other people toward us, by our feelings of security, friendliness, curiosity, and all of the other feelings and attitudes which as very young children we begin to develop and some of which we may keep for a lifetime.

All learning for every child begins at birth, and the first four or five years of a man's life are his greatest learning years. They are the imitative and the habit forming years, and they may determine to a great extent his ability to learn later on. They are also the speech and language years. A child learns. It is only a question of what he learns, and what he learns in these early years is dependent almost entirely upon his environment and the people in it: that is, upon his home and his parents. What he learns depends not so much, I think, upon their academic achievements as it does upon the quality of their insight, their love, their support and their understanding. It depends upon their attitudes not only toward their child, but toward each other and toward the world in general. Everything they do in front of their child, with their child, and to their child, contributes to his character, to his personality, to his feelings about and attitudes toward the world in which he lives, *and to his ability to communicate.*

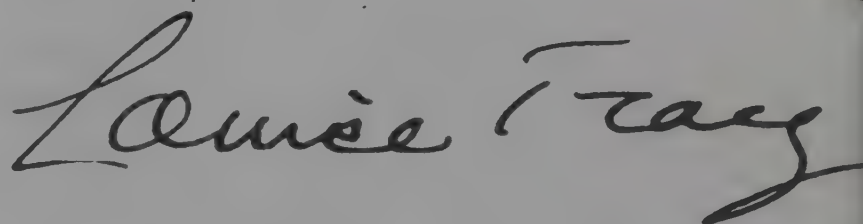
You may be familiar with the lines of Walt Whitman's "A Child Goes Forth Every Day." They say much better, I think, than any of us can, what I am trying to make clear and unforgettable:

"There was a child went forth every day
and the first object he looked upon with
wonder, pity, love or dread; that object
he became, and that object became a part
of him for the day, or a certain part of the
day, or for many years or stretching cycles
of years."

The course, it seems to me, does not so much involve work as it does thought: it involves not only the doing but the being. For instance, it should not be work to talk to your baby, but talking productively, leading to an understanding of words through lipreading, sometimes—most times—takes thought, imagination, ingenuity, patience, faith and humor. It involves the building up of qualities within yourself. If a child is to learn to lipread he must have lips to watch, and if he is to talk he must have, in addition to a number of specific skills, a desire to talk, something to talk about and someone to talk to. There are always at least two people involved in any communication, whether one talks or listens, writes or reads, or lipreads. You, dear mother or father, whether you talk or listen, will be this "other person" for your child almost entirely during his early years, and very often in the years following. Much more on this later, but we want to give you some things to start thinking about now.

Do you begin to see the shape and the importance of this stimulating, this complex, sometimes discouraging, often exciting, always interesting and infinitely rewarding job you have? Thousands of parents are carrying it on magnificently. You can do it, too.

Sincerely,

A handwritten signature in cursive script that reads "Louise Tracy". The signature is fluid and elegant, with a long, sweeping underline for the name "Tracy".

Mrs. Spencer Tracy, Founder President
1896-1983
John Tracy Clinic

AN INTRODUCTORY MESSAGE

Welcome to our Correspondence Course for Parents of Preschool Deaf Children.

Perhaps you have recently received the news that your child has a hearing loss. Knowing that you, as parents, are the most important teachers in your child's life, you have decided to become students, once again.

Some parents will be joining us for the first time, while others are continuing this exciting learning process after completing our **Baby Course**. Learning through correspondence is a unique and challenging experience. You are very special students. Your motivation and eagerness to learn all you can about deafness stem from your love for your child.

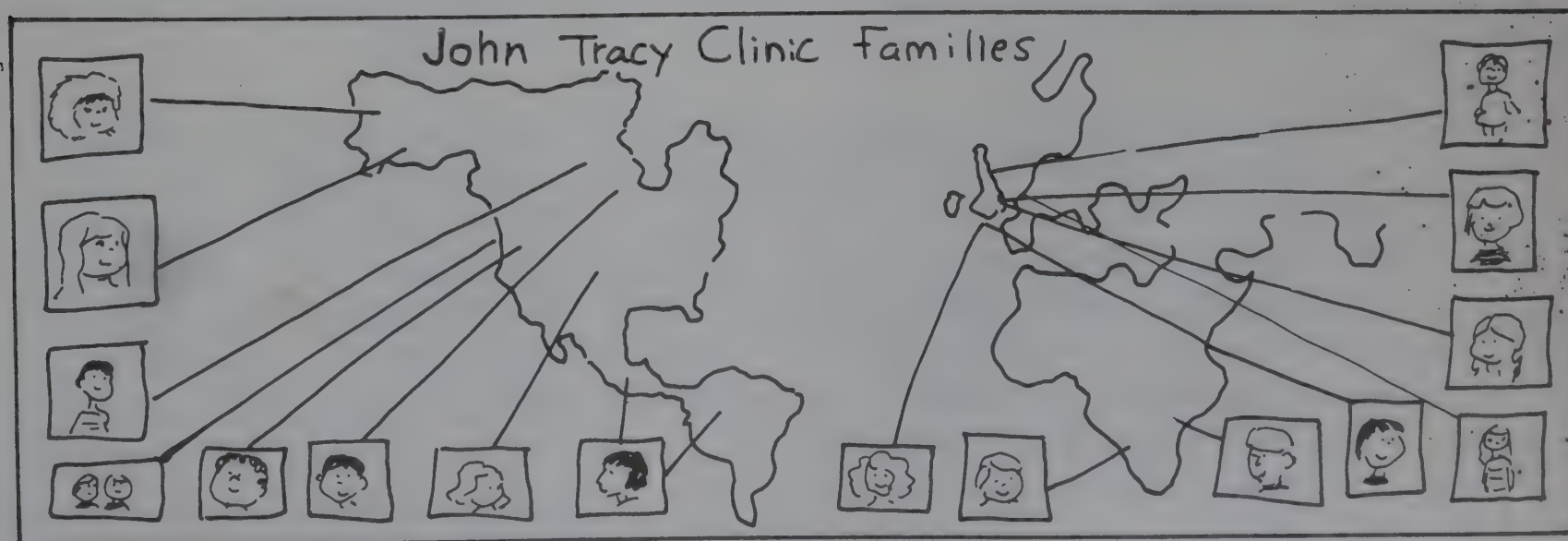
You are writing to John Tracy Clinic for information and support. Your fellow students are learning in their own homes, from all around the world, just as you will. You and all the other parents with whom we correspond, whether you live in England, India, Australia, Canada, Brazil, the United States or any of the more than 130 countries where our families live, share very similar concerns. We will try to provide the information, support and encouragement to you through our lessons and personal letters.

What Is in The Course

The **Correspondence Course for Parents of Preschool Deaf Children** consists of twelve lessons. The length of time it will take for you to complete the course will depend on many factors. These include: your child's age, his hearing level, and whether you have already taken our course designed for parents of hearing-impaired babies.

It may take you one year to complete the course, or two years. The time is not important! What is most important is what you learn in the process of taking the course, and what you help your child to learn. You will gain most if you read and study each lesson thoroughly and use the suggestions as you work with your child. It will take effort and thought, but we hope it will be fun, too—for you and your child.

We have designed the lessons for you as parents. They are not meant to judge your child or "grade" his progress as you move from one lesson to the next. We want you to use them in a way that is most appropriate for you. And, we'd like them to be useful for you long after you complete the course and



receive the "Certificate of Completion." You can use the lessons as a valuable source of ideas for many years to come.

Each lesson of the course consists of several sections described below:

Introductory Remarks

Each lesson will be introduced by a letter beginning, "Dear Parents..." This letter will give you an overview of the lesson. It will also review the previous lesson.

Communication

The second section of each lesson is entitled **Communication**. Communication is a primary concern of parents of hearing-impaired children. The founder of John Tracy Clinic, Mrs. Spencer Tracy, often said:

"Communication with our fellow man is possibly the most important single factor in living. The degree to which we understand others and the extent to which we can express ourselves clearly, interestingly, and persuasively determines almost overwhelmingly our successes and our failures."

The lessons will deal with how you as parents can communicate with your child and help him develop effective communication skills. We will discuss both nonverbal and verbal communication. We will offer suggestions to increase your child's listening skills – no matter what amount of residual hearing he has. We will also offer help concerning how to prepare your child for developing oral skills, and how to help him increase the speech skills he already has.

Do you think Karen heard the dog bark today?



A **Communication Chart** will accompany each **Communication** section. You can use it to record your child's attempts to communicate with you, and your responses. You may keep the chart for your records or, if you wish, send a copy along to us with your reports.

You and Your Child

The third section of each lesson is called, **You and Your Child**. This section will contain information regarding your child's growth and development. We will suggest ways to help your child grow physically, socially, and emotionally.

While your child has a special problem, a hearing impairment, his growth and development in other areas will be the same as the development of any other child. (Sometimes parents feel that their child's problems are due to hearing impairment while they are really just a part of growing up.) We hope to help you increase your understanding of the growth and development of **all** children. We hope that our suggestions will deepen your understanding of general child development



and your child's growth and development in particular. Such an understanding will help you set realistic goals for yourself and for your child.

Games for Extra Learning

The fourth section of each lesson will consist of suggestions for games and activities. The development of your child's language is an important part of all games and activities. Each lesson will contain five games:

EVERYDAY games and activities will consist of things you can do with your child as part of your normal daily routine. They will stress the ways you can introduce language and reinforce language your child already knows in those activities that you and your child share.

PLAYTIME games will provide suggestions for play activities you and your child may enjoy together. Play, as you know, is the real work of childhood. It is through play and exploration that your child learns about himself and his world. And playtime also offers many opportunities for helping your child learn language.

THINKING games will provide suggestions for stimulating your child's mind. Just as the

body needs food and exercise to grow and develop, so too, the mind needs food and exercise if it is to grow and develop. And as your child grows, and learns, you can teach him the language which goes along with this learning process.

LISTENING skills are important and they are best developed in the early years. All children, hearing and hearing-impaired, need to **learn** to listen. Almost every hearing-impaired child has some amount of hearing. The listening activities in our lessons are designed to help your child learn to listen and use even the tiniest bit of hearing to understand speech and non-speech sounds.

SPEECH games and activities are designed to help you **prepare** your child for developing pre-speech skills and give him practice in producing speech sounds.

Highlights

A brief summary highlighting the most important points of each lesson will be included in the lessons. You might want to use each **Highlights** section as a study guide before you read the accompanying lesson. You may also find it helpful to glance back over this section, as a review, before beginning the next lesson. After each **Highlights** section,

there will be space for any additional notes you might have.



tests and hearing aids, and the third, a glossary of audiologic terms – will be sent with the first lessons. Some additional papers cover topics of general interest to parents of hearing-impaired children. These will be sent as you request them. Other papers cover topics concerning specific situations or concerns all parents may have. These also will be sent on request, or when we believe they would be helpful.

The Special papers are:

Glossary for Parents

Hearing Aids, Hearing Tests, and Your Child

Introducing and Maintaining Your Child's Hearing Aids

Your Child's Rights Under the Law

Working Parents and Single Parents

Discipline: A Matter of Limits

The Child Who Has Other Special Needs

Toilet Training

The Child Who Lost Hearing

More About the Child Who Lost Hearing

The Child With a Mild Hearing Loss

Bedtime

The New Baby

Eating

Motor Development

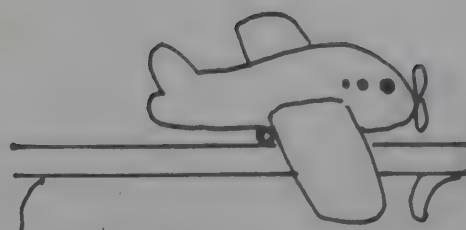
Other Sources of Information and Help

Each lesson will conclude with a list of additional sources of information and assistance. The lists will include books, pamphlets to read, names of organizations to contact for information and assistance, and sources for purchasing books and other materials.

PAPERS ON SPECIAL TOPICS

We have prepared a series of papers on special topics. Three of them – two on hearing

THERE IS ONLY ONE COURSE YOU MUST ADAPT IT



Your Child is Unique

We have only one correspondence course for parents whose children are between the ages of two and six years. We've tried to make it useful for all parents of hearing-impaired children in this age group. This means that some of the material, activities, and suggestions in each lesson may not be suited to your particular child at his particular age and stage of development, or with his level of hearing loss. There is great variation in children of the ages covered in this course. A two-year-old cannot do what a four-year-old or five-year-old can do; nor will a four-year-old child be interested in the same things that will intrigue a two-year-old. In addition, there is great variation among children of a given age:



Begin now to observe your own child – what does he like to do, what interests him, what makes him cross or upset, and how long can he sit and attend? The more you begin to see the world from his point of view, the better able you will be to adapt the course to his own special interests and abilities. Please do!



Your Family Is Unique

And just as our course is meant to help parents with children of varying ages, personalities, degrees of hearing loss and different developmental stages, so is it meant to help parents of different cultures and heritages. You may speak a different language than the one written here. Objects and situations we



discuss may not be part of your lifestyle. Please change our ideas to meet your needs, and call upon the specialness of your heritage to help your child!

Family situations also vary widely. You may be a single parent, or a married couple. You may have only one child, or have five. And you may have just discovered your child's hearing loss, or you may have known about it for several years. No matter what your family situation, we hope that our course will be helpful to you. We are here to help you and your child, as you continue to develop an understanding of his needs – first as a child, and then as a hearing-impaired child.

You Are Unique

We know you want to help your child. It is important for you to select activities that match his interest and developmental level. But there is another important person to consider: **you**. Choose activities that you enjoy, too. The more you enjoy what you do with your child, the more he will enjoy the activities, and the more he enjoys them, the better he will learn.

Many Approaches to Education

At John Tracy Clinic, we offer a model for development of oral skills using a multisensory approach for children with hearing impairments. There **ARE** many other approaches to the education of hearing-impaired children. With careful consideration, you have chosen – or are in the process of choosing – an approach to use with **YOUR** child. You may be using a multisensory oral approach, such as ours, or another approach. Whatever method is being used with your child, you can make excellent use of our lessons. That's because **our lessons contain basic educational material**. They will not interfere with what goes on in any other program in which your child takes part. We all have the same goal – developing communication ability. Again, please adapt them to meet your own needs, and any other program in which your child takes part.

Girls and Boys

Throughout the course, we will use the pro-

nouns “he” and “his” to refer to your child. Of course, we know that your child may just as well be a girl as a boy! It is just simpler than having to say “he or she” – “his or hers” throughout the lessons. We hope you will understand. Of course, if your child is a little girl, you may if you wish, just cross out the masculine pronouns in your copy of the lessons and substitute the feminine ones. If you do so, you are already adapting the course your own way!

HOW TO USE THE LESSONS

When each lesson arrives, find a quiet few minutes to read it through from beginning to end. You may have to wait until your child is napping or is tucked in for the night. Feel free to underline parts you think are especially

important, or to place question marks by those points that puzzle you the first time you read them. Later, go back and reread those parts that need more thought or attention. Ask us to explain parts that are still unclear. And encourage other family members to read each lesson as well. The course is designed for the whole family!

Keep a Notebook

Start now to keep a notebook. Jot down your questions and comments as you read through each lesson. Make notes about different suggestions as you try them. Make a note of your observations, questions or concerns as they come to mind. When the time comes for your monthly report, check your notebook. It will simplify your job, and call to mind all the progress your child is making.



Leo understands more if
you talk to him like this.



Begin to Apply What You Are Learning

Let's take the first lesson as an example. When it arrives, as it soon will, read it, think about it, and talk it over with the members of your family. Then begin to carry out some of the suggestions that apply to everyday life and to your child's special interests. After a few days, you will find yourself talking to your child at every opportunity about whatever interests him at that particular moment. You will find yourself tuning into your child and to his communication needs. You will find yourself communicating even better with your child!

WHAT TO DO UNTIL THE FIRST LESSON ARRIVES

Since you want your child to learn about

things in his own world, no costly or elaborate materials are needed to make use of our lessons. Much of your teaching, probably most of it, will be done as a natural part of your day-to-day life. You are probably making good use of your daily activities without even being aware of it! It is important to talk to your child about all the ordinary things that make up his life: his toys; his clothing; his food; his dish and cup and spoon; his eyes, nose and mouth; his thoughts and his desires. These are what are most important to him! As you observe him and learn to see the world from his eyes, you will become increasingly skilled at matching **his** thoughts with language.

Small Inexpensive Toys Can Be Useful

The toys your child plays with also can give you many opportunities for conversation

with your child. (You will later find that they can be put to good use in some of the games and activities suggested in our lessons.) Your child's small toy cars, planes, trucks, animals and dolls are all useful. Of course, you will want your child to have experience with real objects, animals and people; this will make the toy representations most real. Your child needs to hold and smell and eat an apple, and to see and pet a dog, before a toy apple or dog will have much meaning for him. As they become more meaningful, the language you use can increase.



Collect Pictures

After your child has had these important real-life, firsthand experiences and exposure to toy objects, pictures can often spark conversations. You can begin now collecting pictures of familiar things. Magazines, catalogs, advertising brochures, and inexpensive children's books are all good sources of pictures. In general, you will want to look for clear, bright, true-to-life pictures.



HOW TO REPORT

One month after you receive Lesson One and each month thereafter, report to us, please! Your reports will help us get to know you and your child. The better we know you, the better we will be able to help you adapt the course to your particular needs. You may report by using the form that accompanies each lesson, or, if you prefer, you may write a letter. Or do both, if you like! We will love to receive your additional comments. This is really a correspondence course, and you have a very important part in it.



When you report, let us know what you are finding helpful in the lessons, and what ideas are not appropriate for your child. Ask questions when you don't understand. Tell us how you need to adapt our suggestions to the language you speak, the culture you live in, the age of your child, his interests, the method of communication you are using, and any other situation. We're here to help!

We will answer all your letters and reports with a personal letter. We will try to answer your questions, provide support and guidance and make additional suggestions. We may ask you more questions so we can get to know your child better, and find other ways to help you help your child.

Making Reporting Easier

When you are waiting for Lesson One, you may find it helpful to buy a dozen legal-size envelopes (#10). If you put a stamp on each envelope and address them to us now, you might find it simpler to send your reports each month.

Again, the time it takes you to move through the lessons will depend on many factors. If you find you need more time with a particular

lesson, that's fine! But please do keep in touch. Your letters and reports are our only way to know how to best help you.

IF YOUR CHILD IS RECEIVING OTHER SERVICES

If your child is already in school or receiving help from a speech and hearing clinic, or other professional services, that's fine. You may want to discuss the course with your child's teacher or therapist. She may have some suggestions about adapting the course to supplement your child's program. As home and school work together, your child will benefit.

PARENTS AND CHILDREN

And now we want to welcome you – parents and child – into our correspondence course. We believe you are the most important resource your child possesses. His first years are exciting ones. We are glad we can share his growth and development with you, and meet this very special person through your eyes.

Highlights

Your job as a parent is to help your child grow and develop in every way.

Your job as a parent of a hearing-impaired child is to help your child develop his ability to communicate. We know you are well-equipped to handle these important jobs.

Each of the twelve lessons of this Preschool Course includes the following sections:

Introductory Remarks
Communication
You and Your Child
Games for Extra Learning
Highlights/Space for Parents' Notes
Other Sources of Information and Help

Special topics are covered in separate papers, beginning with these three which will be sent with your first lessons:

A Glossary for Parents
Hearing Aids, Hearing Tests, and Your Child
Introducing and Maintaining Your Child's Hearing Aids

Complete your application. Watch for your first lesson. It will be sent as soon as we receive your completed application and checklist.

Begin observing your child and making notes of your observations.

TALK to your child. Respond to his nonverbal and verbal messages.

Use this space for your notes as you begin to observe your child's attempts to communicate with you:

(over)

Other comments or questions:

You have a job. We are
here to help you do it.

Other Sources of Information and Help

ORDERING EDUCATIONAL MATERIALS: UNITED STATES ONLY

Alexander Graham Bell Association for the Deaf, Inc.
3417 Volta Place, N.W.
Washington, D.C. 20007

Offers a wide range of publications and services to parents of deaf children. Publishes the *Volta Review*, a magazine devoted to various aspects of deafness, and many books and pamphlets. Membership includes a subscription to the magazine and lending library privileges. Free information on request.

* * * * *

American Annals of the Deaf
814 Thayer Avenue
Silver Spring, Maryland 20910

The *Annals*, published seven times a year, contain articles of interest to professional persons concerned with deaf children and adults, and to some parents. The Directory Issue, published in April, can be ordered separately. It lists programs for deaf and hard-of-hearing children in the United States and Canada.

* * * * *

Gallaudet College Bookstore
Kendall Green
Washington, D.C. 20002

Gallaudet College is a liberal arts college for deaf students. The bookstore will send lists of publications on request.

* * * * *

National Deaf Children's Society
31 Gloucester Place
London, W1H4EA
England

Publishes *TALK*, a magazine for educators and parents of deaf children.

* * * * *

ORDERING EDUCATIONAL MATERIALS: ANY COUNTRY OTHER THAN THE U.S.

When ordering materials from John Tracy Clinic, American Annals of the Deaf, Gallaudet College Bookstore, or Alexander Graham Bell Association for the Deaf, Inc., request a **Pro-Forma Invoice**, which will then enable you to send money out of the country. The invoice will include the titles and prices of the books you have ordered. Payment in U.S. funds is necessary before shipment is made. Free booklist on request.

ORDERING ALEXANDER GRAHAM BELL MATERIALS: NEW ZEALAND OR AUSTRALIA

To order Alexander Graham Bell published materials from the Alexander Graham Bell Association, write to the following distributor:

Ruth Walls, Pty., Ltd.
573 Gardners Road
Mascot, N.S.W., Australia 2020

If you are ordering other materials from the catalog (that is, materials not published by Alexander Graham Bell), write directly to the home office – Alexander Graham Bell Association for the Deaf, Inc., 3417 Volta Place, N.W., Washington, D.C. 20007, USA – for a **Pro-Forma Invoice**.

* * * * *

ASK FOR PRICES

In the lists of publications which are at the end of every lesson, we do not quote prices. (They are constantly changing.) Ask organizations, such as Gallaudet College Bookstore or the Alexander Graham Bell Association, for booklists, with prices. Ask publishers or your local bookstore for prices of specific books. When ordering publications, payments should accompany orders. The exception is that schools or other organizations may send purchase orders.

JOHN TRACY CLINIC CORRESPONDENCE COURSE FOR PARENTS OF YOUNG DEAF CHILDREN

PART B-PRESCHOOLERS

Lesson B-1

Dear Parents,

This is your first lesson. There are twelve lessons in all. They are designed to help you in your important, rewarding, and often difficult role as the parents of a two, three, four, or five-year-old deaf child.

Each lesson will be divided into sections covering several topics. To help you find things easily as you refer back to different sections, each topic will be printed on a certain color paper in every lesson, as follows:

Topic	Color Code
Introductory Remarks ("Dear Parents")	White
Table of Contents	White
Communication (Observation Chart)	Ivory
You and Your Child	White
Games and Activities	Yellow
Highlights/A Look Ahead/Space for Parent's Notes	White
Other Sources of Information and Help	Blue

The section on communication in this lesson concerns language and how your child communicates **without words**. It contains suggestions to assist you in learning to understand this early "talking" without words, as well as suggestions about ways you can communicate with your child and help him communicate with you. The section "You and Your Child" covers a range of topics which focus on your needs as people as well as parents, your child's needs as a child as well as a hearing-impaired child, and how these needs relate to you and your family. Games and activities for extra learning are included with suggestions for adapting them to your child's age and communication level.

When you've completed this lesson, fill in your report and send it to us. You may add a letter with additional comments or questions. The more information you send us about you and your child and your progress, the better able we will be to help you.

John Tracy Clinic

JOHN TRACY CLINIC

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806 West Adams Boulevard

Los Angeles, California 90007

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Mathematical Principles

Chapter I

General Principles

1. The first principle is that

the whole is greater than the part.

2. The second principle is that

the whole is equal to the sum of its parts.

3. The third principle is that

Communication

NONVERBAL COMMUNICATION

When you think of communication, you may immediately think of talking and listening, reading and writing – you think of words, or language. But language is only one part of communication; it is the **verbal** (with words) part. We also communicate many things **nonverbally** – that is, without words.

Nonverbal communication often goes along with verbal communication. We smile or frown when we speak; we look stern or pleased. We use body language, such as leaning toward the speaker when we are interested. Nonverbal communication is also used without language. For example, when a young child cries as he is put down, he is asking to be picked up. Or when he points to an object, he is telling you he wants it.

Gestures

We often gesture, moving our hands or head or other parts of the body, as we speak. Some people use many gestures, others few. Most of us naturally use some gestures when we talk to young children. We wave when we say, “Bye-bye,” and pat our stomachs to indicate that something tastes good. We shrug our shoulders when we don’t know the answer to a question. We even cock our heads to one side when we ask a young child if he is sleepy. Perhaps you use others.

Gestures help young children understand what we say. Use gestures naturally when you talk with your hearing-impaired child. In the beginning he may depend on your gestures,

without understanding the words – so do normally hearing babies – but eventually he will learn to link the words **with** the gestures, and **finally** to understand the words alone.

Facial Expression

The look on your face, or facial expression, is another way to give meaning. Young hearing-impaired children tune in early to facial expressions. Even after your child understands some words, your facial expression will be a very important cue to him.

Often you may be busy or preoccupied and be unaware of your facial expression. Try to keep in mind how important it is for your child. You want him to look at your face so that he can learn to lipread. Smile when he looks at you – make your face pleasant. If you look worried or angry, your child may think that you are angry with him.



Intonation and Rhythm of Language

The inflection and rhythm of language are also very important to your child. These nonverbal features of communication carry much of the meaning of what we say. Almost all hearing-impaired children can pick up differences in the inflection or intonation and rhythm of speech. Even those children whose hearing loss is so great that they may have considerable difficulty hearing "words" will hear and learn to use intonation patterns.

These variations change the meaning by shifting the stress or accent. Say each of the following and see how the meaning changes:

TOM IS A GOOD BOY.
TOM **IS** A GOOD BOY.
TOM IS A **GOOD** BOY.

If these sentences were made into questions (by putting a question mark after each sentence), you would have three more sentences. Although the words are the same, the meanings are different.

As your child listens to speech with good intonation and rhythm, he will be helped to understand the meaning of what is said to him. In addition, listening to such speech will help him to eventually **produce** speech with good intonation and rhythm. Deaf children who succeed in imitating normal or near-normal intonation patterns in their own speech are more easily understood.

You will notice throughout the Course that we suggest you speak in phrases or short sentences, such as:

"HERE'S THE BALL."
"ROLL THE BALL."
"OOOPS! YOU DROPPED THE BALL."
"CATCH THE BALL!"
"IT'S A RED BALL."



Of course, in the beginning you can repeat the single words for emphasis, "Let's play ball. BALL." But if you **always** use only single words, your child will miss some very important information which comes from the rhythm and intonation of language.

Young children, even normally hearing children, appear to understand the meaning carried by intonation before they understand specific words. You may notice after a while, perhaps a very long while, that your child will respond to the intonation pattern of a question before he actually understands the words that make up the question.

COMMUNICATION INVOLVES A SPEAKER AND A LISTENER

Communication Is Sharing

Communication is a way of sharing information and feelings. There must be a **speaker** and a **listener**. In ordinary conversation the speaker and the listener take turns. When the listener fails to wait his turn, we say he is "interrupting."

Listener



Speaker

Speaker



Listener

Even very young babies learn this two-way communication process. When a baby is born, we begin almost immediately talking to him. We do this even though he does not understand the words we use. When we hold him, or tell him we love him, he may respond by looking or smiling. His look is his "turn," and we respond. Already baby and mother are taking turns as speaker and listener. If baby begins to cry, he is the speaker. His cry alerts mother. She may respond by talking to him in a soothing voice. She may change his position to make him more comfortable, change his diaper, feed him, or try to interest him in a toy. What mother does depends on her and her baby, on what they know about each other, and how well they have learned to communicate.

These early "conversations" of mother and

child are very important. Through them mother learns to understand her baby, to "read" his signals. The child learns that his communications are important—they are **rewarded**. He cries when he is lonely; mother picks him up and talks to him. He cries when he is hungry; mother feeds him.

Since communication involves speaking **and** listening, both you and your child will have to learn both roles. Your role as speaker is very important. But your role as **LISTENER** to his communication is equally important. If you are a good **LISTENER**, you will allow your child to become a good **SPEAKER**.

You can begin right now learning more ways to communicate with your child and to help him communicate with you.

Your Child as the SPEAKER

Nonverbal communication will be your child's way of communicating until he learns to understand and use words. Try very hard, especially at first, to understand your child's communication attempts. Watch him for signals – they may be very small at first; you may have to guess what he wants. If he toddles into the kitchen, he may be hungry or thirsty. He may be curious about what you are doing, or he may just want some company. **Try to understand** – don't be afraid to guess – he'll let you know if you are wrong. Meanwhile he is learning an important lesson: when he communicates, something happens.

Your child is also acting as a "speaker" when he makes sounds, or vocalizes. He is playing with his voice. If he makes sounds, show him that you are pleased. These sounds are not words – but they are the best he can do right now. Reward him by responding. Make a game of it. Imitate back to him the sounds that he makes.

Your Role as the LISTENER

It is important that you let your child know you are "listening" to his communication attempts. Give him your attention when he begins to "say" something, and wait for him to tell you what he is trying to say. If he makes sounds while "telling" you something, touch your ear and say "I hear you." You can nod your head to encourage him to continue, or go with him to see something he wants to show you. Then respond to what he is "saying."

The more skillful you become in understanding your child's communication, the more he will want to communicate. Let's go back to the hungry or thirsty toddler. If he is ignored, he will become discouraged. He may decide that communication fails to get him what he



wants. On the other hand, if you listen and respond, you are encouraging his communication.

LISTEN.

TRY TO UNDERSTAND.

RESPOND.

By being a good listener yourself, you are also teaching your child – by modeling – what a listener does. Your child must become a good listener to learn language, and you are showing him how to do it.

Your Child as the LISTENER

Your child may already be "listening" to your nonverbal messages. When you get out his clothes in the morning, he knows he will soon be getting dressed. When you run water in the bathtub, he knows that he – or someone else – will soon be taking a bath. He has learned that those actions mean something, because you have done them many times.

Now your job is to expose him to the words that describe those actions. Your child needs thousands of repetitions of words before he understands, and many more repetitions before he speaks them. It takes time. Right now he needs to learn to listen and look at you.

Getting your child's attention is the first step. He may respond to his name by turning his head if you are **close** to him. Distance makes a great deal of difference, and if he is five or six feet away your voice will seem thousands of times softer. If he does not respond to his name, wait a minute. Often, if you are simply very still, or stop what you are doing, he will look up at you. Or you can take an object that has caught his interest, bring it to your face and hold it close to your mouth. His eyes will usually follow it.

Once you have your child's look, **say something**. Be ready to talk, even if it is only a word or two, because you want to reward that look. At first your child's attention may be very brief, and you will not get much more than a glance.

Be careful not to force your child to look at you. You want to encourage him to look, but

be patient while he is learning what you want him to do. Avoid touching, grabbing or pulling him to get his attention. And **NEVER** tug at his chin to force him to look at you. This could make him resist looking. Waiting for him to look works much better than making him look.

You as the **SPEAKER**

When you respond to your child's communication, you are taking your turn as the speaker. Respond with actions **and with words**. For example, if you think your child wants a drink of water, show him a glass, wait for him to look, and then ask him, "Do you want a drink?" Fill the glass with water, hold it for a moment to gain his attention and say, "Here's your drink." or "Water. Here's your water." This is an opportunity to provide him with the language that he needs at the moment that he needs it. You are matching his thought



with language. In this way nonverbal communication will eventually lead to verbal communication.

In the beginning your child will need a great many nonverbal cues to help him understand. Use these freely, but accompany them with words. At first he will rely mostly or entirely on the nonverbal cues to understand, but gradually he will come to learn the words, too.

Give your child the words he needs to express himself – this is how he will learn. Get his attention, then say something like:

“YOU’RE HUNGRY.”

“HERE’S MOMMY!”

“UP YOU GO!”

“A COOKIE? DO YOU WANT A COOKIE?”

“FALL DOWN! OOOH, DID YOU HURT YOURSELF? OUCH!”

“HERE’S YOUR SOCK. LET’S PUT YOUR SOCK ON.”

“LET’S FIND DADDY.”

For now you must supply the words for your child.

Be aware of how and what you are communicating. Be sure your message is clear and consistent. Your facial expression, tone of voice, and body language should match the words you say. If your child is doing something you do not like, do not laugh or smile when you talk to him about it. If your child approaches something dangerous, a hot stove for instance, you will say, “No!” You may gesture for him not to touch the stove, or if near enough, you may pick him up and remove him from the danger. Your tone of voice will also give him the idea of danger. If you were to laugh and smile while telling your child not to touch a hot stove, your message would be confusing and your child would not know how to respond.

Because your child is very young, much of the language he hears repeated may be negative. He may often be told, “NO! STOP THAT! DON’T TOUCH IT!” The preschool years are a time of exploring and testing for your child – and a time when you are setting limits on his behavior. These messages are important, but keep in mind that he needs positive messages, too.

When your child pleases you, make sure you praise him. You may say, “What a good boy!” “Good for you!” or “I like that!” Reward him with a smile or a hug, or even just a pat on the shoulder. Get the message across with both words and actions. He needs to know when he does things right.



YOUR CHILD'S NONVERBAL MESSAGES

At the John Tracy Clinic we notice that young children's efforts to communicate fall into certain categories. Perhaps it will help to understand these categories. Remember these efforts on your child's part may not be verbal, but it is very important to understand what he is communicating. Nonverbal communication often precedes and paves the way for verbal communication.

Every communication attempt on your child's part provides the opportunity to teach him some words – the words he needs to express his thoughts. **THIS IS WHAT IT IS ALL ABOUT.**

Your child may be communicating in some of these ways already. Read the descriptions of the categories carefully. Observe your child for two half-hour periods each day. Notice his nonverbal communication attempts and decide what categories they fall under.

DEMANDS – Often in young children, demands take the form of crying or yelling. Your child may be hungry, uncomfortable, frustrated, or just demanding some attention. Observe your child and see what demands he makes – when and how and how often he makes them.

PROTESTS – Your child is protesting when he refuses to do something you wish, perhaps refusing to eat something, to take a nap, or to come inside from play. Just about all young children **protest** when they don't want to do something. Notice any protests your child makes. They may take the form of tugging, pulling away from you, or kicking. When you feel you really understand what your child is communicating and how he communicates a demand or protest, add another category. Be patient. Do not rush through the categories; add a new one only when you feel very comfortable observing the others.

REQUESTS – When your child makes a request, he is asking for something. He might simply look up from his play to request your approval; or he might go to the door, indicating that he wants to go out to play. A request unheeded may turn into a demand or an angry protest. Try to understand your child's requests. Let him know he is understood. Then give him the words that go with his communication attempts, the words that he needs to express his ideas. He will learn a valuable lesson – that he is listened to and that his requests are heeded. It is also a **PRECIOUS OPPORTUNITY** for you to provide language. It is **NOW** – when he is thirsty, that he should learn words such as, "drink," "water," or "juice." It is when he is tugging at his sock to get it on or off that he should learn words like "pull," "pull hard" or expressions like "It's stuck," or "Mommy, help."

DEMANDS
PROTESTS
DESCRIPTIONS
RESPONSES
QUESTIONS
REQUESTS
IMITATIONS

RESPONSES – Another way in which your child communicates is to respond to, or answer, your actions or your attempts to communicate with him. He may run to get his coat, or gesture for you to get it for him, if he thinks you are going out. He may climb into a favorite reading chair when he sees you with a book.

DESCRIPTIONS – Your child may describe things in a variety of ways. He may vocalize, point, or use body language such as glancing or reaching toward something he wishes you to notice. Follow his lead, try to figure out what he is trying to describe. Perhaps he only needs a name, a label, “Daddy,” “doll,” “truck;” a descriptive word, “That’s a BIG ball,” “It’s a LITTLE car,” “Your NEW shoes (or shirt, or pants).” Sometimes children are intrigued by buttons on their clothing or embroidered designs. Provide the language he needs to describe whatever catches his interest. A look of surprise may let you know that he simply needs you to tell him that, “The soup is HOT!” or “The ice cream is COLD!”

IMITATIONS – Young children often imitate things. Sometimes they imitate themselves by repeating an action that felt good or got a response from you. Children will often do

such things over and over again. Children may imitate a pet – how it walks or how it sounds – or the sound of a car, lawnmower, or airplane. When your child spontaneously imitates something, whether it is an action or a sound, make a game of imitating it back to him. Say, “Vrm-m-m, Vroom. The car goes Vroom.” Let him know that you are pleased, that you like the sounds he makes.

QUESTIONS – Young children ask many questions. Your child is just as inquisitive and just as in need of answers as a hearing child. You may have to work harder to understand his questions. A puzzled facial expression or a glance towards you are ways your child seeks information. Your child’s questions, however he asks them, need answers. Watch for them. Respond to them.

We Are Here To Help

Do write us and let us know what categories your child is using in his nonverbal communication. Let us know how he communicates, what you think he is trying to say, and how you respond.

Take several days or weeks to observe your child. Record your observations on the **Communication Chart** at the end of this section. You may send us a copy if you wish.

OBSERVE YOUR CHILD'S ATTEMPTS TO COMMUNICATE VERBALLY AND NONVERBALLY

	What did your child attempt to express? (a demand, protest, request, response, description, imitation, question; as described on pp. 11 and 12)	How did he express himself? (gesturing, facial expression, vocalization)	What did he want? (a toy, a cookie, attention, information, approval)	How did you respond? (with words or actions - please describe)
DAY 1				
DAY 2				
DAY 3				
DAY 4				
DAY 5				

You may want to take a few minutes each day during the week to record your notes. If you are a working parent, use a few moments in the evenings or on your days off.

KEEP THIS FOR YOUR RECORDS, AND SEND US A COPY IF YOU WISH.

You and Your Child

EVERYONE CAN HELP

Helping Your Child Grow and Learn

Your child is first of all a child like other children. With them he shares the needs and desires that all children share. Because of his hearing impairment, your child needs you in some very special ways, but he also needs you in the same way all children need their parents. He needs parents who love and cherish him, because your love will help him grow and develop more than anything else in the world.

Through your love, he develops his idea of himself. The more you let him know he is loved, and that he is an important member of your family, the more he will grow in self-esteem.

Be natural with your child. Speak naturally, use natural gestures, and try, in all things, to relax and be yourself. The more natural you are with your child, the more natural he will grow to be.

Do It Your Way

Take the suggestions in the Course and adapt them. Everyone enjoys certain things and dislikes others. You and your child are no different. Choose activities that you both enjoy. If you are having fun, then you are surely on the right track – and an extra dividend is that you will both learn best that way, too! Trust your instinct! If it feels right to you, it probably is right.



Have a Wonderful Day!

Make each day the best you can. Don't spend valuable time worrying about yesterday's lost opportunity or last month's mistake. Don't fret about next week or next year. Take this very moment and make it special. Learn to make a moment wonderful and you will soon be making an hour wonderful. Then it is only a short step to a wonderful day.

Getting Help from Others

Yours is not an easy job, but it can be an interesting and rewarding one. However, there will be low moments, and times when you are discouraged and overwhelmed. Don't be afraid to ask others for help. Let your family, relatives and friends do something, too. You may benefit from joining a support group of other parents with similar problems. You will soon learn that you are not alone with your questions and concerns.

Seek whatever professional help you need, or ask questions of the professionals with whom you are already working. They want to

help and may not always know what your concerns are.

Become Informed

Learn all you can to help your child. Listen carefully when dealing with professionals. Don't be awed. Ask questions if you don't understand. Remember you share a common goal—what is best for your child. If information is lengthy or complicated, ask for a written report. Often schools, clinics, or agencies send such reports as a matter of course.

Learn all you can about the educational facilities in your community. Join with other parents of hearing-impaired children. Be active in your child's education. Informed, caring parents DO make a difference. BE INFORMED!

Brothers and Sisters are Important

Your child's siblings, his brothers and sisters, are an important part of the family. Be sure they know they are loved and valued, too. Make a special effort to include them in activities you do with your deaf child. They are important teachers for your hearing-impaired child, since children learn from one another.

Your older children can also read these lessons as you receive them. Their comments and observations can be shared on your reports—and are most welcome. Your respect for them lets them know their opinions are valued.

Children close in age to your hearing-impaired child are not going to understand very much about their hearing-impaired brother or sister's special needs. Expecting them to do so is not realistic. Try to include close-aged siblings in activities you do with your hearing-impaired

child. If you are sitting on a sofa, the floor, or at a table, position yourself between the children. You can reinforce your hearing child with words. Praise him. Note his accomplishments. He also needs to feel important and to know that he too is special. The extra time you spend teaching your hearing-impaired child can also be a special time for your other children.



Grandparents

Grandparents often play an important role. They may offer emotional support to parents and frequently help in the care of their grandchildren. Since they may not see their grandchild on a daily basis, it may take them longer to adjust to his handicap. Often they will take their cue from you. Be positive. Explain ways they can help. You can share these lessons with them. Let them know you appreciate their efforts.

Sharing Goals with Your Babysitter

If your child is cared for by a babysitter for long periods, especially if both parents work, it is important to share your goals with the sitter. You may wish her to read each lesson as it arrives. Keep her informed about what you are working on so she can reinforce that learning.

PARENTS PLAY MANY ROLES

As you have undoubtedly discovered, being a parent is a wonderfully exciting job – but sometimes a very difficult job. Perhaps it is much more difficult and complicated than you expected. One reason for this is that as a parent you assume many roles. You are a caregiver, caring for your child's physical needs – feeding him, bathing him, and caring for his cuts and scrapes. You also give your

time and attention, because your child needs to grow socially and emotionally as well as physically.

You are Your Child's Most Important Teacher

Your child will have many teachers, but you are your child's first and most important teacher. Normally-hearing children learn to speak and understand the speech of others before they go to school. Even after school days begin, children learn much at home. For your child, because he has a hearing impairment, it is even more important that he learn during all his waking hours – now when he is perhaps too young for school – and during his out-of-school hours in the years to come.

Like all young children, your child learns by doing. He learns through all his senses:



touching, tasting, smelling, as well as seeing and hearing. When he is interested in something, talk to him about it. **Match his thought with language.**

Your Home is Filled with Rich Learning Opportunities

Your home is filled with countless daily activities which provide a rich learning environment for you and your child. His home is a large part of his world. Everything he does – eating, dressing, playing – is something you can talk about. These activities are the foundation of his learning. You don't need special equipment. All you need is practice at using opportunities that are already there.

We offer suggestions in this Course on ways to use these opportunities, but how you use them is up to you. You are in charge. Incorporate your teaching into your daily routine. Your child may scarcely notice that you are teaching him. But however you plan and organize, remember that language learning must be part of all his waking hours.

Parents are People

All young children make demands on their parents' time and energy, and hearing-impaired children make even greater demands. Through it all, don't lose sight of yourself! You are important, too! You don't need to devote every minute of every day to your child.

Find a quiet time, perhaps while your child is napping, and do something you really enjoy. **PAMPER YOURSELF.** You will benefit and so will your family. It is good for a child to learn that mother and father need time to themselves and that they will sometimes go out together. Your child may not like the idea – many children don't.



Especially for Mother

No one can do this job better than you. No teacher will ever know your child as well as you do. No teacher will spend as much time with him or see him in as many and varied situations. Because you know him so well, you may be better able to understand him and read his signals. You are there, ready and able to provide the language he needs to express his thoughts, his desires, and his wishes.

Especially for Father

This is a special message for you, because you are an important part of your child's life. Of course, this entire Course is addressed to both mothers and fathers. You will both want to be as involved as possible in your young hearing-impaired child's life.

You have a special way of expressing yourself, and important messages to teach your child. Also, a father's deeper, lower-pitched voice is often more easily heard by a hearing-impaired child. And it gives a contrast to mother's voice and children's voices.

Regardless of how much time you have to spend with your child, you can make a valuable contribution to his language learning. Your talking to your child helps provide the repetitions which are so necessary for learning language. It gives him extra opportunities to hear words which will eventually become familiar. Learn to make the most of the time you have.

In many families, the roles of mothers and fathers are changing and are more flexible. Mothers are often employed outside the home and fathers participate more fully in child care and rearing. This participation of both parents is especially important when there is a hearing-impaired child.

Working as a Team

Both parents should work together – as a team. When there are problems, discuss them and decide together what is the best policy or solution. Consult other family members if you wish. Some families read and discuss each lesson of the Course together when it arrives. Then each family member feels included. Teaching language to your hearing-impaired child can be a family project.



Everyone needs time away from their job – even the job of parenting. Parents can have an afternoon or an evening out – this is particularly important if mother is home all day with the children.

As your child grows, his world grows, too. Parents who are used to working as a team at home, sharing and supporting one another, are well-equipped when their child begins school to be part of the educational team: setting goals, reinforcing their child's learning in school, sharing, and supporting his teacher as they have done at home with each other.

If Yours is a One-Parent Family

As a single parent of a hearing-impaired child, you have some additional concerns. You may miss sharing your problems with another adult. Try to join a group of parents of hearing-impaired children. They will understand your concerns and may have helpful ideas. Perhaps you know other single parents with whom you can share some concerns.

If you are employed full-time, time with your child may be a major concern. Make the most of the time you do spend with your child. Talk to him as you dress him, at mealtime, or whenever you are with him. However, you need "time off" just as much, or more, than other parents. If you can't afford a sitter, maybe you can trade sitting with a friend or neighbor. Set aside some time in the evening, after your child is asleep, for **something you enjoy!**

Foster Parents

Yours is a unique circumstance. You are caring daily for a young deaf child, but you may be uncertain how long he will be with you. Make each day the best day you can for

"your" child. Remember, the love and affection you give "your" child will be with him always – even if he is no longer with you.

If the child leaves your family, share the Course with the new family and inform them of our services.

LIFE WITH YOUNG CHILDREN

We are Human

We want you to think over your feelings and your ways of solving the problems and difficulties that always arise when living with young children. Occasionally, books for or about parents make us feel that life is always serene, or that all parents (except us) go through each day with no upsets. This just isn't so. Some parents are relaxed and calm and seem to have unlimited patience. Others react differently. All of us at one time or another feel weary, discouraged, cross, or angry. These are human feelings and we are human.

Expect What You Expect from Any Child

Don't let your child's deafness interfere with his learning the kind of behavior that will help him to get along with others. Expect from him what you would expect from any child his age. Your hearing-impaired child can be as well-behaved as any other child his age. However, it may take longer for him to understand what is expected of him.

Like all children, he needs you to help him learn to get along. This does not mean you should ignore his deafness. Rather, the idea is – as is the idea of this entire Course – to help you meet your youngster's needs both as a child and as a deaf child. He has some very special communication needs; but always

remember that in all other areas, his needs are much like those of other children.



Show Your Love for Your Child

Life with young children is seldom easy and often trying. Yours may seem particularly difficult because your child is deaf. However, it will be full of the deepest satisfaction if you learn to use the patience you have. Don't be afraid to show your love for your child. Reassure him with a touch. Give him a hug, or an affectionate pat on the shoulder. Sometimes even a smile or a nod of encouragement can make your child feel appreciated and cared for.

Even if you don't like the way he behaves, showing your love is almost certain to result in his improved behavior. His certainty that you love him is as necessary for your peace as for his. If he's not sure of your love, he will constantly test it.

Keeping Things in Perspective

As you progress through the Course, you will note we emphasize consistent, firm, and loving handling of your child. Because of his hearing-impairment, there are many special things you must learn to do. But this doesn't mean your child should be allowed to rule your life. Set limits and stick to them. Keep them simple, but make it clear you expect those limits and rules to be followed. All children test limits. Your consistency will help your child learn what is expected of him. As he understands, he will be easier to live with and more pleasant to be around.

Your Child is One of the Family

Your child needs the joy and security of being part of the family just as any child does. Include him in family activities, remembering always to keep him close to what is happening so he can see and hear. Talk to him. His observations and his responses—even a smile—are times of learning. Encourage him to participate, when possible, in family conversations and events.

Other family members will learn about his special needs. He also needs to learn that others have needs and rights. He must learn, as all children must, to share with others.

SEARCH FOR THE BEST SOLUTION

It's Your Decision

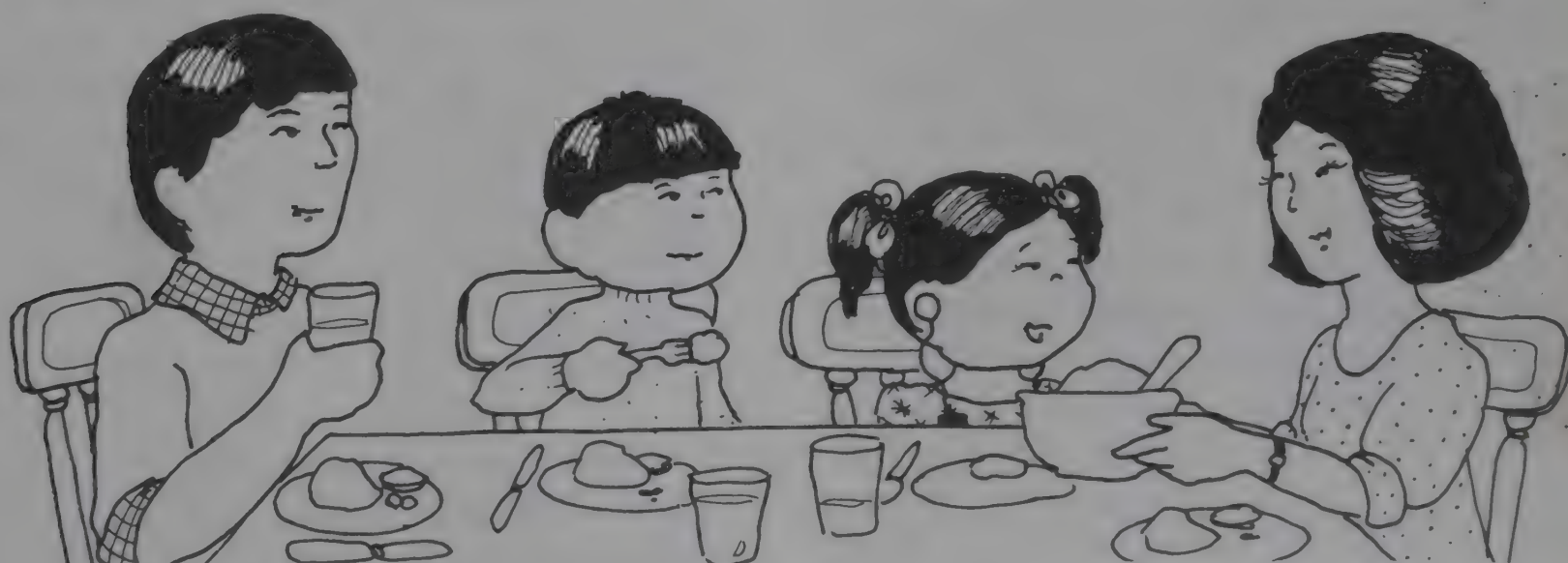
You must decide what you want for your child—how you wish him to be educated and how to help him build for the future. Learn as much as you can. Be open-minded. Seek information from a wide variety of sources. Listen to the “experts” and evaluate what they say—then make **your** decision. Don't be discouraged when problems arise. Once you have made a decision, follow through with it.

Goals and Expectations

If you set realistic expectations, your child will succeed and you will both feel rewarded. Patience is important, but honesty and realism have a place, too. If it seems you never reach your goals, perhaps it is time to reevaluate them.

There are different kinds of goals. Your long-range goals may be for your child to talk to you and understand what you say, or maybe someday go to college. But you need to set short-range goals, too. Make small goals which work towards your bigger goals.

You can't expect your child to be chattering away before he has even learned that words



mean something. Think about other skills your child has learned to do, like learning to walk. You didn't expect your baby to run before he had learned to crawl. Learning language is a basic skill – like learning to walk – which takes a long time. Your child has to **understand** language before he will talk and use language. You and your child have to go one step at a time.

Your first goal may be getting your child to look at your face frequently. Talking to him when he looks up is another big step. Setting aside the time to read through these lessons is a goal. Give yourself credit for all the work you do in preparing your child for language! Making realistic, short-term goals lays the groundwork for success.

Sometimes you will have to change your mind and set aside certain expectations. That's no crime. Take stock of the situation. Make changes if they seem indicated. Change often produces growth, or is the result of growth.

Have Confidence in Yourself!

Remember, nothing succeeds like success! When you decide on a course of action, expect it to succeed. Expect your decisions to be right, and act on them. Without this kind of positive attitude, you can't give your ideas a fair trial. If you expect them to fail, they will.

Get to Know Your Child

Take some time to really get to know your child. Observe him. See what he likes – what attracts and holds his interest. Don't compare him with other children, just try to learn all you can about him, about the small but unique person he is. Don't focus on his limitations. That won't help either of you. Just try to see the world from his eyes. Be

optimistic. Rejoice in his successes! This will help him develop to his fullest potential.

As You Learn Your Child Learns

Remember, this Course is for you. We are here to help in whatever way we can, but you must decide how best to use the Course because you are truly in charge. You bring a wealth of experience with you, and this is important because it is your own strength that will carry you through.

In each lesson you will find many suggestions on how to help your child. Use those that seem best suited to you and your child. But don't be afraid to try a new idea. If it doesn't work, nothing is lost. Experiment a bit. This will allow you to open new doors of learning for yourself and your child.

You and Your Child Will Grow Together

Despite the fact that this is surely a most difficult time for you, you are already taking positive action with the problem. You are beginning to do something about it. As you learn, you will become more knowledgeable about hearing impairment and about how to help your child.

The days and years that follow will inevitably bring new problems but also new joys and successes. As your child grows and changes, new demands will arise and you must be ready to meet them. You can do it!

Write Us

Remember we would like very much to hear from you. Write us. Share your concerns and your triumphs.

Games and Activities



The games and activities that follow the lessons can be included in your daily activities. We suggest you use these activities as opportunities for building your child's language. These games are for YOU, the parent. **THEY ARE NOT "TESTS" FOR YOUR CHILD.** Your child cannot fail. YOU cannot fail. The purpose of the games is to suggest ways for you to involve your child in communicating with you, and give you examples of how to talk to your child.

Talking to your child sets the foundation for his language learning. Once you learned your child had a hearing loss, you may have stopped talking – or changed the way you talked – to your child. However, it is even more important for you to talk to your hearing-impaired child – to talk to him naturally and to surround him with language. You may not get any response at first. **DON'T BECOME DISCOURAGED! EVERY TIME YOU TALK TO YOUR CHILD, YOU ARE GIVING HIM LANGUAGE HE NEEDS.** Remember, it takes many repetitions of words for your child to understand and learn language.

Each Game Has a Purpose

Every activity in the lesson has a definite purpose. In early lessons, and for children just beginning to develop language, the purpose of the games is mainly to encourage your child to look, to listen, to feel the vibrations of sound, and to help him understand some of the words that you say.

Your Child's Attention Span

Your child, like most young children, may not be able to sit for more than a few minutes at a time, depending on how interested he is in what he is doing. Make the game period short and fun, keep it lively and end it before he loses interest. Try not to become too discouraged if you get little or no cooperation in the beginning. You cannot expect much at first.

You will find you can lengthen the games little by little as your youngster's interest and attention span grow. His interest is the yard-

stick that will determine how long you can spend on the games. Eventually he will come to look forward to this special time with you, and he will discover that learning can be fun.

Different Stages of Learning

Abilities of children differ greatly, especially at different ages. Since this course is designed for parents of hearing-impaired children from the ages of 2 to 6, the games must work for a wide range of physical skills and language development stages. Your child is an individual. You need to work at the stage where your child is, right now.

The games have variations for children at the beginning stages of language development as well as different levels of physical readiness. Begin with the basic game, and then try some of the variations. As your child develops, you can try some of the more advanced games and activities.

How to Begin

You may find that your child likes some of the games and activities and does not respond

much to others. Don't become discouraged if your child tires easily or shows little interest in particular activities. Rotate the games and activities to give more variety. You can return again and again to those games and activities your child likes.

Your child may not be accustomed to giving you his attention. It takes time and repetition for him to learn that you expect him to look and listen. In the beginning, if your child just looks at you – even very briefly – you can consider yourself a big success! Begin by trying a game or activity just one or two times. Try the game again another time, and you may get more response as your child begins to understand what you want him to do.

Read through the outlines of the games and activities in this lesson. Choose one – one that seems easiest to fit into your daily schedule. Decide what materials you will use, and when and where you and your child will play the game. You need to plan ahead so you can naturally include these games and activities during the day. Planning and preparing ahead of time will make the activity more enjoyable for you and your child.

AN EVERYDAY ACTIVITY

Description: **GETTING DRESSED**

Purpose of the Game:

To encourage your child to look and listen.

To talk to your child while helping him get dressed.

What You Need:

You and your child.

Your child's clothing, including his hearing aid.

Your CONVERSATION.

When to Play:

Any time your child is getting dressed (or undressed): in the morning, after bath, before bed, or when getting ready to go outside, swimming, etc. Even when your time is short



and you must hurry, your natural conversation is very important.

What to Do:

1. Get your child's clothing and hearing aid together in one place. Take a minute to think about what you would normally say to your child while getting him dressed.
2. If your child wears an ear-level aid or a body aid under his shirt or blouse, PUT IT ON FIRST. That way your child will have the benefit of amplification throughout the dressing process.



3. Select one article of clothing—for example, your child's shirt. Pause for a moment—stopping all motion—while you say something such as:

"HERE'S YOUR SHIRT."

"LET'S PUT ON YOUR SHIRT."

4. Then, while putting the shirt on your child, talk naturally. Frequently pause during dressing him to get your child's attention, and as you pause, say something about what is happening. You might say: "PUT YOUR ARM IN." and then, "PUT YOUR OTHER ARM IN."

Can you think of other things to say?



5. After you have finished putting your child's shirt on him, pause and say something about it again. You might say: "YOU PUT ON YOUR SHIRT" or "OH, WHAT A PRETTY SHIRT!" Think about how many times you had the opportunity to use the word "SHIRT" during this activity.
6. Select another article of clothing, and talk about it as you did with your child's shirt: **before** putting it on, **while** you are putting it on and **after** it is on. Remember to pause – then talk – so your child will be paying attention when you say something. This will take practice and repetition, for both you and your child.
7. When time allows, encourage your child to help dress himself as much as he can. Praise him for his efforts.

Variations:

1. Make a "Book of Clothing." Cut out pictures of clothing and paste them in a book. Or make a book with cloth. Look at it with your child. Use the names of the pieces of clothing. Ask your child to point to different articles. Use the name of the article as often as you can.
2. Point to and talk about articles of clothing while reading a book or playing with a puzzle.
3. Dress a doll or a stuffed toy with your child. Talk about each piece of clothing you put on the doll or toy.



If Your Child is Ready: Advanced Language and Skills

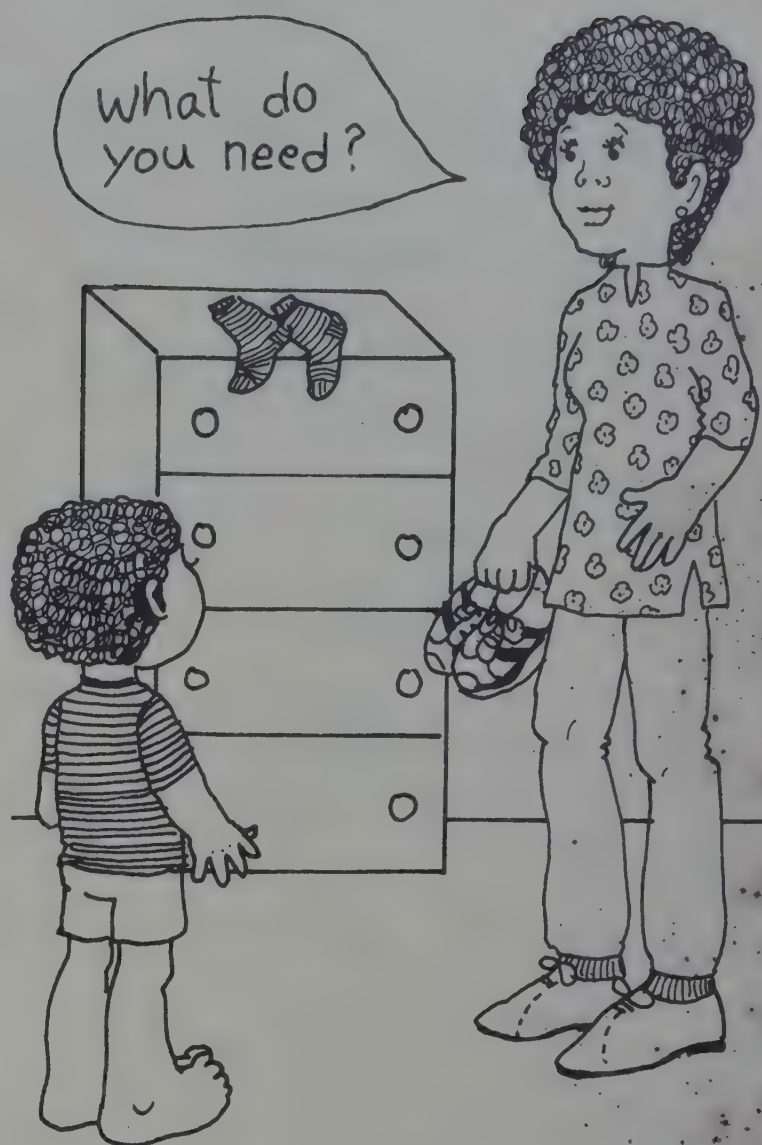
1. Have two appropriate articles of clothing: two shirts or two pairs of socks. Allow your child to choose which one he wants. Here is a sample "conversation" you might have with your child.

"WHICH SHIRT DO YOU WANT?"
"DO YOU WANT THE BLUE SHIRT?"
"OR THE RED SHIRT?"
"YOU WANT THE RED SHIRT?"

You may be both asking the questions and providing the answers, especially in the beginning, until your child learns to respond. When your child doesn't understand or just doesn't want to choose, make the choice for him.

2. If you think your child is beginning to understand the names of two pieces of his clothing, let him use this knowledge by pausing after posing a question, such as: "WHERE IS YOUR SHIRT?" If he shows in some way, either by glancing or pointing at the shirt, you can encourage him by saying something such as:
"GET YOUR SHIRT."
"YES, THAT'S YOUR SHIRT."

At first let him choose between only two articles of clothing, such as his shirt and his pants. Have them on hand where he can see them. As he becomes competent in doing this, you can gradually increase the number of articles for him to choose from.



3. After you have talked to your child for a while during dressing, "forget" an article of clothing, perhaps socks. Ask, "WHAT DO YOU NEED?" Look puzzled. See if your child indicates socks. He may do this by pointing to his shoes and shaking his head, or glancing to where he knows his socks are kept. Encourage him to get them. Help him if needed. Say:

"MOMMY FORGOT YOUR SOCKS."
"GET YOUR SOCKS."
"YOU GOT YOUR SOCKS."
"LET'S PUT ON YOUR SOCKS."

PLAYTIME

Description: FUN WITH WATER

Purpose of the Game:

- To help your child have fun with water.
- To match what you say to what your child is presently playing with.

What You Need:

- Something to be washed.
- Sponge or cloth.
- Basin or bowl of water.
- Towels.

When to Play:

- Any time.

What to Do:

1. Decide what you want to wash – a doll, small water-resistant toy, the tabletop, anything your child will enjoy.
2. Demonstrate for your child. Dip the sponge in the water. Take your child's hands and show him how to squeeze the water out. Then wash the toy and talk about what you are doing. For example, if you choose a doll, you might say:

"OOOH! THE DOLL'S ARM IS DIRTY."
"LET'S WASH HER ARM."
"RUB HARD. THAT'S RIGHT."
"LET'S WASH THE OTHER ARM."
"DOLLY'S CLEAN. YOU WASHED HER."



3. Drying the doll will provide another opportunity to use the same language again:

"DRY HER ARM."
"NOW DRY HER OTHER ARM."
"DRY HER LEG."
"YOU DRIED HER LEG."

Variations:

1. In the spring or summer, wash outdoor furniture. You can use similar language since chairs have arms and legs, and tables have legs.
2. Another outdoor activity is washing the car. REMEMBER, the main purpose of the game is to help your child have fun with water and for you to practice matching his thought with language – not to clean the car!

Later you can wash a toy car and practice the language again.

3. Wash and dry unbreakable dishes, silverware, pots and pans. You can say something such as:

"LET'S WASH THE CUP."

"THE CUP IS DIRTY."

"YOU WASHED THE CUP."

"NOW, DRY THE CUP."

"WHAT A BIG GIRL!"

If Your Child is Ready: Advanced Language and Skills

Ask your child questions about what to do next at each stage of the activity. For example, if you are washing a doll, you could set out everything you need: the doll, a washcloth and a basin or bowl.

Don't fill the bowl with water yet. Since you have done this activity with your child before, he knows that you need water. Ask, with a puzzled look: "WHAT DO WE NEED?" Wait for your child's response. He may point to the water faucet, or communicate in some way that he knows you need water. Then, when he looks at you, you can reinforce the communication with language. You might say:

"WE NEED WATER."

"LET'S GET SOME WATER."

"NOW WE HAVE WATER."

When you are through with that task, ask again, "WHAT DO WE NEED NEXT?" Continue this throughout the activity.

A THINKING ACTIVITY

Description:

MATCHING OBJECTS

Purpose of the Game:

To begin building concepts of things that are the same.

To encourage your child to watch your lips and to listen as you speak.

What You Need:

Two sets of small identical objects. These can be some of your child's toys or common household items such as:

Two toy cars and two toy airplanes, or

Two plastic spoons and two plastic forks, or

Two empty spools and two checkers or large buttons.

When to Play:

Any time.

What to Do:

1. Put the two sets of identical objects in a box. As your child watches, put your hand into the box and hesitate for a split second. When he looks at you, say something about the object you are going to take from the box. Try to put the name of the object at the end of the sentence, as often as possible. For example:

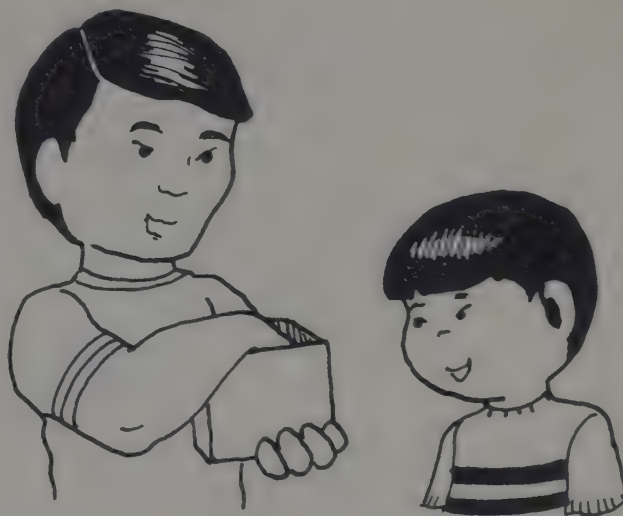
"I HAVE A SPOON."

"HERE'S THE CAR."

"IT'S A BUTTON."



2. Keep the toy hidden in your hand as you take it from the box. Speak of it again as you hold it in your hand. Then give it to your child. If he looks up, be ready to say something quickly – even a short phrase – about the object, before he looks away.



3. **MATCH IT!** Let your child play with or handle the object for a minute or two. Wait for him to look; then reach for the matching object. Proceed as above, talking about the toy when your child looks at your face.
4. When he has the two toys, show him they are alike and help him place them side by side on the table.
5. Reach for one of the objects in the other pair and follow the same procedure.



6. **GIVE YOUR CHILD A TURN.** After you have played this game a few times, let your child reach into the box for the objects himself. When he pulls one out, wait for his

look, and say something about the object. Then put the matching objects together.

"THAT'S A CAR."

"YOU HAVE A SPOON."

"LOOK AT THE BUTTON."

Variations:

1. Use any household articles, provided you have two of a kind. Empty tin cans (as long as they have no sharp edges), paper or plastic dishes or cups, pairs of shoes or socks can all be used for matching.
2. Use different sets of matching objects each day (or use one new set each day, keeping one set from the previous day) for two weeks, but save all of them. In two weeks, they will seem new and interesting again to your child.

If Your Child is Ready: Advanced Language and Skills

1. Take some pictures of the object (you may be able to cut them out of magazines or draw them) and have your child match the object to the picture. Talk about the pictures, pointing out, for example, that the picture is a car, and the object is a car. Show your child that the object and the picture can be matched.
2. Take matching sets of pictures of the same objects, such as two pictures of cars, two of spoons, and have your child match them together. You might say: "HERE'S A CAR" and "THAT'S ANOTHER CAR."

LISTENING

Description: LEARNING TO LISTEN

Purpose of the Game:

To help your child learn that listening can be fun.

To help your child learn to enjoy wearing his hearing aid.

What You Need:

Nursery rhymes or songs.

Optional: Record or tape of nursery songs; musical instrument.

When to Play:

Any quiet time when you are with your child.

Bedtime is a good opportunity.

After putting the aid on*, especially if the aid is new and the child is learning to wear the aid.

What to Do:

1. Choose a nursery rhyme or a song and sing it to your child. Don't worry about repeating favorites – yours or his – repetition is good. You can't say it too many times!

*Be sure to test the aid daily to see that it is working properly. After a while your child can help you. If he complains about the aid, be sure to listen to it to be certain that it is working.



2. Sing the nursery rhyme a second time. This time sway or clap with your child in rhythm with the music. Your child may babble along.
3. If you prefer not to sing, **say** the words of the song – using lots of intonation – and clap out the rhythm. Or do this in addition to singing the song.

If Your Child is Ready: Advanced Language and Skills

1. As your child gets used to hearing the nursery rhymes or songs, he may begin to know what is coming next. Pause at the end of lines and let your child fill in the last word.
2. Select one of your child's favorite nursery rhymes. On several pieces of paper, draw illustrations (they can be very simple) showing the action of the nursery rhyme. Start with two. Sing or recite a line and see if your child can point to the correct picture. When your child can do this with ease, use three and finally four. (This may be too difficult for children just beginning and/or for children not yet three or four years old.)

SPEECH

Description: VOICE SOUNDS

Purpose of the Game:

To encourage you, the parent, to talk or vocalize to your child throughout the day.

To expose your child to voice sounds.

What You Need:

A toy car, truck or airplane
(a toy which has a sound associated with it).

When to Play:

Any time you're with your child.

What to Do:

1. Sit with your child while he is playing with a toy car or truck. As he moves the toy – a small car, for example – make a sound that goes with that toy. You might say, "VROOM, VROOM. THE CAR GOES VROOM!" When possible, try to speak close to your child's ear/hearing aid.

2. If he has other toys – or even more of the same kind of toy – you can also make the sounds associated with them. If it is a train, for example, you could say, "TOOT, TOOT" or "CHOO-CHOO." Say whatever seems natural.

3. Talk about the toy and its actions. You might say:

"THE WHEELS GO ROUND AND ROUND!"

"LOOK AT THE CAR!"

"IT'S GOING UP, UP, UP!"

"NOW IT'S GOING DOWN!"



Variations

1. While preparing and/or eating a snack with your child, talk about the food and the fact that you are eating. If you have crackers and jelly, for example, you might say:

"LET'S HAVE A SNACK."

"THE JELLY IS STICKY."

"IT'S SWEET."

"Mmmmm, THAT'S GOOD!"

2. While your child is playing on a swing or slide, you can say: "WHEEE! UP YOU GO!" "WHEEE! DOWN YOU COME!"

3. While your child is playing with a doll, you

can say: "WAH-WAH! POOR DOLLY (or name the doll). SHE'S CRYING."

If Your Child is Ready: Advanced Language and Skills

When you do these activities, your child may try to vocalize in response to your words and sounds. Encourage him by repeating the sounds he makes. This helps him hear the sounds again. Then you might continue your "conversation" by saying:

"YES, THE CAR GOES VROOM."

"YES, THAT TASTES GOOD."

"YOU'RE RIGHT, IT'S STICKY."

Highlights

Communication is an important part of human life. Language is the basis of communication but many things are communicated without language. Communication comes before language. Your first job is to introduce your child to the world of communication. No one can do this better than you. Listen! Respond with actions and with words!

Your child is a child with the same needs and desires as other children. Because of his hearing-impairment, you will have to work harder to meet some additional and very special needs imposed by that hearing impairment.

You can do it! We are here to help!

SPACE FOR PARENTS' NOTES

PLEASE SEND US YOUR FIRST REPORT OR A LETTER, VERY SOON, LETTING US KNOW HOW THE LESSON WENT. YOU MAY MOVE THROUGH THE LESSONS AS QUICKLY OR AS SLOWLY AS YOU WISH. BUT WE DO WANT TO HEAR FROM YOU ABOUT ONCE A MONTH. IF YOU NEED ADDITIONAL HELP, WRITE BEFORE YOU HAVE COMPLETED THE LESSON:

(There is more space for your notes on the back of this page – or you may prefer a notebook.)

Check your understanding: LESSON I



NONVERBAL COMMUNICATION

I. TRUE - FALSE

- _____ 1. Communication is just speaking. (B-I.7)
- _____ 2. Communication is just listening. (B-I.7)
- _____ 3. Communication is sharing information and feelings. (B-I.6)
- _____ 4. You can have communication with your child even if you don't have his attention. (B-I.9)
- _____ 5. Grabbing your child's chin is a good way to make your child pay attention while you're speaking. (B-I.9)
- _____ 6. Your child will believe you when you express happy feelings even though your face does not show it. (B-I.10)
- _____ 7. Communication can take place without words. (B-I.5)
- _____ 8. "Body language," facial expressions and gestures are important for understanding. (B-I.5)
- _____ 9. The rhythm and intonation of your voice aren't really important in helping to carry the meaning of what you say. (B-I.6)
- _____ 10. A baby doesn't have anything to communicate until he learns to talk. (B-I.5,7,8)

II. **MATCHING** – Choose the sentence that best shows the meaning of each of the seven types of nonverbal communication. (B-I.11,12)

- | | |
|-------------------|---|
| _____ Demand | A. Susie shakes her head from side to side while looking at Daddy's chair. |
| _____ Protest | B. Susie looks at Daddy's empty chair. She holds her hands out, shrugs and looks puzzled. |
| _____ Response | C. Manuel bangs his empty cup and yells, pointing to the refrigerator. |
| _____ Request | D. Manuel pushes away his cup of orange juice and screams. |
| _____ Description | E. Manuel points to the refrigerator and vocalizes, "um, um, um." |
| _____ Imitation | F. Rita sees mother pick up the car keys and runs to get herself a coat. |
| _____ Question | G. Mother says, "Here's milk. Mmm, it's good." Rita vocalizes, "um, um, um." |

This is for **your** review and enjoyment only. Please do **not** return it to us.

ANSWER KEY

- | | | |
|-----|---|-----|
| II. | C | 1. |
| | D | 2. |
| | F | 3. |
| | E | 4. |
| | A | 5. |
| | G | 6. |
| B | T | 7. |
| | T | 8. |
| | F | 9. |
| | F | 10. |

Other Sources of Information and Help

YOU AND YOUR CHILD

Order from:

Ourselves and Our Children, by The Boston Women's Health Book Collective; Random House, 1978.

Random House, Inc.
201 E. 50th Street
New York, New York 10022

(Written by parents for parents. Of interest to a variety of parents, especially those who are part of a nontraditional household.)

Family to Family, by Betty F. Griffin, ed., 1980.

Alexander Graham Bell Association
for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007

(Biographies and feelings shared by fifteen families of hearing-impaired children.)

Raising Your Hearing-Impaired Child: A Guideline for Parents, by Shirley McArthur, 1982.

Alexander Graham Bell Association
for the Deaf

(Written by the mother of two hearing-impaired children, who is also a teacher of the deaf. Contains information for parents who have just discovered their child has a hearing loss, and helpful information for later years.)

"Helping the Child Who Cannot Hear"

Alexander Graham Bell Association
for the Deaf

(A pamphlet designed especially for parents.)

EDUCATION OF DEAF CHILDREN

Hearing Impairments in Young Children,
by Arthur Boothroyd, 1982.

Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

(Describes the nature of hearing loss in young children, the possible effects of that loss, and how both parents and educators can help. Explains technical terminology well.)

Your Deaf Child, by Helmer R. Myklebust, 1950. (Paperback edition, 1974)

Charles C. Thomas, Publisher
301-327 E. Lawrence Avenue
Springfield, Illinois 62717

(Deals sensitively with the basic concerns shared by parents of hearing-impaired children.)

Chats with Johnny's Parents, by Audrey Simmons-Martin, 1975.

Alexander Graham Bell Association
for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007

(Discusses language, lipreading, hearing aids, auditory training and speech.)

Hearing and Deafness, by Hallowell Davis and S. Richard Silverman, 4th edition 1978.

Holt, Rinehart and Winston
521 5th Avenue, 6th Floor
New York, New York 10175

(A classic textbook dealing with many subjects of interest to parents and teachers of hearing-impaired children.)

Parent Kit

Alexander Graham Bell Association
for the Deaf

(Kit contains samples of the **The Volta Review** newsletter, "Newsounds," and information concerning the Association's programs.)

It is not necessary for you to read these books. Many may be available at your local library.

THE FOLLOWING ORGANIZATIONS MAY BE ABLE TO PROVIDE YOU WITH HELPFUL INFORMATION

Channing L. Bete Co., Inc.

(Publishes easy-to-read booklets on topics including a young child's potential to learn, going to the hospital, and speech and hearing problems.)

200 State Road
South Deerfield, Massachusetts
01373

Children's Book and Music Center

(Publishes an Early Childhood Catalog listing rhythm instruments and books suitable for young hearing-impaired children. Your own local bookstore may also provide such information.)

2500 Santa Monica Boulevard
Santa Monica, California 90404

National Association for the Education
of Young Children (NAEYC)

(Provides educational resources for teachers and parents of young children. Write for membership information and their catalog of publications.)

1834 Connecticut Avenue, N.W.
Washington, D.C. 20009

Superintendent of Documents

(Provides lists of information sources for many topics including children and youth and handicaps.)

U.S. Government Printing Office
Washington, D.C. 20402

JOHN TRACY CLINIC CORRESPONDENCE COURSE FOR PARENTS OF YOUNG DEAF CHILDREN

A Glossary for Parents

This is not a complete or comprehensive glossary of audiologic terms. It *does* include many technical and often unfamiliar terms that parents may hear used in connection with their child's hearing—or not hearing. If you happen to come across any other terms that are not clear, ask your otologist or audiologist for a full explanation of what is meant. Or ask us for an explanation.

The terms, referring to the people who will be involved with your child, to the ear, to medical aspects of the ear, to hearing tests and hearing aids, are grouped in what seems to us to be logical categories. We trust you will find this glossary useful. Please refer also to our papers on hearing tests and hearing aids, and on maintaining the aids. Both include illustrations.

PROFESSIONAL PERSONS

audiologist: a highly trained non-medical professional in the field of hearing and deafness. Tests hearing and evaluates hearing aids.

hearing aid dispenser (or dealer): sells and services hearing aids after helping select and fit them according to the audiologist's specifications

language or speech therapist (or clinician): a highly trained professional who works with children (or adults) who have language or speech problems. This may include children whose language and speech problems result from impaired hearing

otolaryngologist: a medical doctor specializing in problems of the ear, nose, and throat. Sometimes referred to as an ENT doctor

otologist: a medical doctor specializing in problems of the ear

psychologist: a highly trained non-medical professional who evaluates children's mental development and counsels parents

teacher: a term we use broadly to include teachers trained to work with hearing impaired children, teachers in ordinary classrooms where a hearing impaired child may be enrolled full or part time (mainstreamed), or a resource teacher who may work with children who have special needs.

JOHN TRACY CLINIC

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806 West Adams Boulevard

Los Angeles, California 90007

THE EAR

the ear has three main parts:

outer ear: the auricle or pinna (the part of the ear on the outside of the head) and the ear canal. See illustration in our paper on hearing tests and hearing aids

middle ear: located between the outer ear and inner ear, separated from the ear canal by the eardrum. The middle ear contains three tiny bones (the ossicles). These pump sound vibrations from the eardrum to the fluid of the inner ear.

inner ear: the innermost part of the ear. It is composed of the hearing organ (the cochlea), the balance mechanism (the semi-circular canal), and the auditory nerve. Vibration pumped into the fluid by the little bones in the middle ear causes waves in the fluid, which are transmitted as sound by the auditory nerve to the brain.

other parts of the ear:

auditory (or acoustic) nerve: located in the inner ear, leading to the brain

cochlea: the snail-like organ of hearing located in the inner ear

eardrum: the tympanic membrane which separates the outer from the middle ear

ossicles: three tiny bones in the middle ear

MEDICAL TERMS

atresia: closure of the ear canal or absence of an ear opening

earwax (cerumen): an oily glandular substance that lubricates the ear; sometimes it hardens and can block the ear canal. It should be removed only by an otologist.

external otitis: inflammation of the outer ear. Should be treated by an otologist.

middle ear infection (otitis media): infection of the middle ear. Immediate otologic examination and treatment is urgent. (Fluid may form in the middle ear and affect the hearing.)

myringotomy: surgery which opens the eardrum to remove fluid from the middle ear

TYPES OF DEAFNESS

conductive hearing loss: caused by partial or complete blockage of the outer or middle ear

sensorineural hearing loss: sometimes called "nerve deafness." The problem is in the inner ear or beyond, where sound is interpreted by the brain.

mixed hearing loss: a hearing loss that is partly sensorineural and partly conductive. A child with a sensorineural loss, for example, could also have a conductive loss from fluid in the ear caused by a middle ear infection. The result would be a mixed hearing loss.

deafness, classified according to time it occurred:

adventitious deafness: occurring at any time after birth

congenital deafness: present at birth

post-lingual deafness: occurring after the child has learned to talk

TERMS USED IN THE TESTING OF HEARING

audiologic evaluation: tests conducted by an audiologist to determine whether a hearing loss is present, what tones (pitches) are affected, how severe the hearing loss is, and the type of hearing loss. The evaluation also includes recommendations as to the best way of dealing with the hearing loss, including selection of an appropriate hearing aid.

types of hearing tests often used with children:

conditioned orientation reflex (COR): the audiologist teaches the child to look toward a toy which lights up or moves when the child looks toward it in response to a sound

evoked response audiometry (ERA): the EEG (electroencephalograph) and a computer analysis to record the brain's response to sound. Useful in helping to determine a child's hearing level when more commonly used tests are not successful.

impedance audiometry: testing to measure the ability of the middle ear to conduct sound to the inner ear. This information can be useful to the otologist in determining whether a middle ear problem, possibly requiring medical treatment, exists.

informal testing: the audiologist presents a variety of sounds ranging from low pitch to high pitch, and from soft to loud, out of the child's sight. The child's response to each sound is noted. The success of this test depends upon the skill of the audiologist in detecting the child's particular way of showing he notices sound. (Noise-producing toys are frequently used. Until the child is ready to accept ear-phones, the testing is done without them.)

play audiometry: the audiologist teaches the child to respond with some action—a game response—whenever he hears a sound. He may learn, for instance, to put a peg in a hole, a ring on a peg, or a piece in a puzzle every time he hears a sound.

The audiologist uses the audiometer, a piece of equipment that presents different tones (from low to high pitch, usually within the speech range) at varying levels of loudness.

measurement of hearing levels: sound has two dimensions—pitch and loudness. The following terms are used in recording and discussing the child's responses to sound in the hearing test:

audiogram: a graph on which the child's responses to various sounds, from low to high pitched, at various levels of loudness are recorded. (See illustration in our paper on hearing tests.) The numbers across the top show pitch, from low on the left to high on the right. The numbers going from top to bottom of the audiogram on the left side show the level of loudness.

Hertz (Hz): this is the generally used term for measuring pitch, expressing the vibrations or cycles per second. Most speech sounds fall within the so-called "speech range" of about 300 to 3000 Hz.

decibel (dB): an arbitrary unit for measuring the loudness or intensity of sound. There are different ways of using the term "decibel," but we are concerned with decibel as a way of expressing at what level a sound is heard—the hearing threshold level. On this scale a whisper is about 10 dB, an ordinary voice about 60 dB, a shout about 90 dB, and discomfort is felt when sound reaches 120 dB.

degrees of hearing loss: (See illustrations and explanations in our paper on hearing tests.)

profoundly deaf: 105 dB (or greater) hearing level

severely deaf: 90-105 dB hearing level

borderline severely hard of hearing to severely deaf: 75-90 dB hearing level

severely hard of hearing: 60-75 dB level

moderately hard of hearing: 40-60 dB level

mildly hard of hearing: 25-40 dB level

normal hearing: 25-0 (or better) level

(The above listed "degrees of hearing loss" reflect the results of measurement of **unaided** hearing, that is, testing without a hearing aid. Also, it should be noted that different specifications for different categories of deafness are used in many centers.)

TERMS USED IN CONNECTION WITH HEARING AIDS

hearing aid: an electronic device for hearing impaired persons which amplifies sound and takes it directly to the ear

hearing aid evaluation: selection of an appropriate hearing aid by the audiologist

hearing aid parts (or components):

The three main parts are the:

microphone: which picks up sound

amplifier: which makes sound louder, changes it into electric signals, and sends them on to the receiver

receiver: changes the electric signals back to sound waves which then enter the ear

(On body-level hearing aids the microphone and amplifier are usually housed in the main part of the aid, worn on the body. The receiver is attached to a cord, the other end of which is plugged into the main part of the aid. All three parts—the microphone, amplifier, and receiver—are usually inside the case of behind-the-ear hearing aids.)

other components of hearing aids:

controls: on-and-off switch; volume control; tone control; and usually a telephone switch for use by hearing impaired persons able to use the telephone. Further explanations of these terms can be found in our paper on hearing tests and hearing aids.

cord: on body-level aids, connects the main part of the aid with the receiver

earmold: an individually fitted plastic mold, with a channel to carry sound from the receiver into the ear. Usually fitted by the hearing aid dispenser and made by a manufacturing firm or laboratory. Worn in the opening of the outer ear.

types of hearing aids:

all-in-the-ear aids: very small aids worn completely in the ear. Suitable only for mild or moderate hearing losses. Rarely recommended for children.

behind-the-ear aids (also known as ear-level or post-auricular hearing aids): a small hearing aid worn behind the ear, connected to the ear opening by a piece of hard plastic and then plastic tubing attached to the earmold

body-level aids (also known as on-the-body aids): the main part of the hearing aid is similar to a small box or case, which holds the microphone and amplifier, and is attached to the receiver by a fine cord

bone-conduction aids: body-level aids, with a vibrator worn on the bony structure of the skull back of the ear. Vibrations of sound waves are carried through the bone, bypassing the outer and middle ear. Suitable for children with conductive hearing losses.

air-conduction aids: the type of aid seen on hearing impaired children with sensorineural losses. It conducts sound through the air via the earmold into the ear. These may be either behind-the-ear or body-level aids.

various fittings for hearing aids:

binaural: two separate and complete hearing aids, one for each ear

monaural: one hearing aid, fitted to only one ear

Y cord: one body level hearing aid with two receivers. The receivers are at the ends of the branching Y cord.

other terms used in connection with hearing aids:

automatic volume control: automatically prevents sound from being amplified to the point where it is uncomfortable or possibly damaging

distortion: faulty reproduction of sound. The difference between sound going into the hearing aid and that which comes out. (Some distortion is usually present, as the goal of hearing aids is to make conversation intelligible, rather than to faithfully reproduce all sounds.)

feedback: the shrill whistling sound made when the microphone and receiver are too close together. There can also be feedback when the earmold does not fit properly or is damaged.

intensity: the level of sound energy which we perceive or hear as loudness

maximum power output (MPO): the greatest or maximum intensity of sound a particular hearing aid can produce

threshold: the softest level at which a sound can barely be heard by the person who is being tested. We may speak of the sound reception threshold or the speech awareness threshold.

JOHN TRACY CLINIC CORRESPONDENCE COURSE FOR PARENTS OF YOUNG DEAF CHILDREN

PART B-PRESCHOOLERS

Lesson B-II

Dear Parents,

In Lesson One we talked about the importance of communication between you and your child. We mentioned that your child was already communicating with you nonverbally and stressed the importance of your understanding and responding to those communications. We expect you have become increasingly aware of your child's communication and hope that the **Communication Chart** was helpful in observing and recording his communication efforts.

We also talked about ways you could help your child grow and learn, and make learning enjoyable for all of you. Since this is a very big job, we talked about the rest of the family and how everyone can help. We discussed how having a hearing-impaired child affects family members, and how important it is for you to remember that you, too, are a person with rights and needs.

In this lesson we offer suggestions on how to talk to your child, when to talk to him, and even what to talk about. We explain the multisensory approach to learning language and speech – the importance of allowing children to learn through all their senses. We give suggestions on ways of getting, building, and holding your child's attention – because he needs to be paying attention in order to learn language.

Finding out your child is hearing impaired can be very difficult for you and your family. In this lesson we discuss the feelings and reactions to a child's deafness that parents and their families commonly experience. We hope this discussion will help you to recognize and understand your own reactions, and to realize how natural and normal your feelings are. We also offer suggestions on ways to explain your child's deafness to other people, and discuss seeking services for you and your child.

John Tracy Clinic

JOHN TRACY CLINIC

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Communication

HOW TO TALK

In Lesson One we talked about your role as a listener as well as a speaker, and about paying close attention to your child's nonverbal communication. You will remember we emphasized how important it is for you to talk to your child as much as possible. Your child needs many opportunities to hear words and to learn about language. The listener-speaker roles we discussed in the last lesson will continue to be important. In Lesson Two we will discuss talking to your child in more detail: **how** to talk, **when** to talk and **what** to say.

Language and Speech

Before we begin, it is important that you understand what we mean when we say "language," and what we mean when we say "speech." **Language** is **what** you say, and **speech** is **how** you say it. For example, take the word "ball." As your child learns language, he will begin to recognize the word and eventually to say something that means "ball" to him. He can know the language before he can say it well, or even without being able to say it at all. At first his attempts at the word may be "ba" or "b-b-b." Even though he is not saying it clearly, he still knows and understands that a ball is called a certain name – he knows the language used to describe it. And often you will know what he means by his sounds. He understands the word even though his attempts to say it may not be clear. His language understanding may be very good long before his speech skills catch up. We will be using the words **language** and **speech** in these very specific ways throughout the lessons.



Receptive and Expressive Language

Your child will learn to understand language before he learns to speak. The first stage of language development is **receptive language**. Your child's beginning receptive language will probably include the names of things – words such as BALL, DOG, CAR, CAT, MOMMY, DADDY – the language with which your child learns to identify things. **Expressive language** is the language your child uses to express himself – his wants, needs and ideas. A child's first expressive language is often language that causes something to happen – words such as OPEN, CLOSE, PULL, and OFF.

Receptive Language Comes First

Your child has to understand a word or idea before he will independently use it. As he builds his receptive language, he will be able to understand more and more of what is said to him. The more he understands the more he will be able to use. But he must first be on the receiving end of as much language as possible to build his receptive language – and, as we said earlier, this involves thousands of repetitions. This is why your role as the speaker has so much importance.

CHILDREN LEARN THROUGH ALL THEIR SENSES

Young children learn through **all their senses**, by looking, listening, touching, tasting, and even smelling. They poke into things, tip over baskets, handle objects, chew, tear, squeeze, pull or push, and even kick or sit on things to see what happens. They are learning, and in the process they use all their senses. Young deaf children are no different in this than other children. They also must use all their senses: not just vision, but hearing (and almost always there is some tiny bit of hearing) and touch as well. We believe that deaf children learn language best when they are encouraged to use all their senses, especially their eyes, their ears, their sense of touch.

Looking

Because your child is hearing impaired, he will have to learn to listen with his eyes as well as his ears. He will have to learn to lipread. **Lipreading** is the understanding of what people say – of expressive or spoken language – through watching and following the movements of the speaker's lips.

Actually, the hearing impaired “read” the meaning of language not just from the lips, but from facial expression, the eyes, and all the nonverbal cues that accompany speech. To more accurately describe this process, the term **speechreading** was coined. However, we continue to use the term **lipreading** because it is the more familiar and the more widely-used term.

There are times when your child may have to rely almost completely on his lipreading skills and situational cues to understand what is being said. Such situations include when your child is in a noisy setting or in a group conversation. Also, if your child has a cold or a middle ear problem, he may not be able to use his residual hearing, or even wear his hearing aid.



Eye Contact

Your child must learn to look – to make eye contact. When he looks at you, **say** something. Say something about what he is doing or might be thinking. Coax him to look by holding something of interest near your mouth – a toy or an object that has caught his attention. Reward his looks with a word, or a phrase, and with a smile.

Getting to Your Child's Eye Level

Your child cannot lipread you if he cannot see your face! Get to his eye level. This also brings your voice closer to your child. If you are standing, you will have to use a deep knee bend. That way your face will be at his eye level and your back and head will still be straight and easy to see. **Do not bend from the waist.** When you do, your face is at an angle and lipreading is difficult, if not impossible.

If your child is playing on the floor, sit on the floor with him. At mealtimes, sit at the table, across from or at right angles to him.



Situational Cues

Remember, your child will also be "reading" the meaning of what you say from other factors besides your lips. There are situational cues he pays attention to, such as the expression on your face, your gestures and the way you hold your body. It is important for the situational cues to match the message you are saying, because then your child will have the most opportunity for understanding.

Listening

All children, hearing and hearing-impaired, must LEARN to listen. One of the most important things that you can do right now is to help your child learn to listen and to use whatever hearing he has to its fullest.

If your child has a hearing aid, make sure that he wears it. Check it daily to ensure that it is in good working order. The special paper, "Introducing and Maintaining Your Child's Hearing Aids" included with this lesson, suggests a routine for performing a daily check (page HA.8).

The first step in building listening skills is helping your child become aware of sound. Your child may actually be **hearing** your voice and other sounds, but not paying attention to them. Sounds have no significance for him until he learns to attach a meaning to the sound. You can help your child be aware of sound by bringing him to the source of the sound. Each time you do this, you have an opportunity to give the appropriate word or phrase. Some environmental sounds may be loud enough for him to hear, such as a telephone or doorbell ringing, or a dog barking. You can also stimulate his listening skills by responding to his vocalizations (sounds he makes) and repeating those sounds back to him. This will help him be aware of the sound of the human voice.

Talk to your child about his interests. Talk in a quiet place, close to his ear or hearing aid. Repeat frequently. Match his thoughts with words. Teach him that listening is fun by letting him hear good things.

The Sense of Touch

Your child's sense of touch or feeling can also assist in his language development. To demonstrate how "touch" can be used to feel

the vibration of the voice, place your hand low on your cheek and say "Ahhh." You can feel the vibration as you voice this sound. Next, place your fingers close to the bridge of your nose and say "Mmmm." Nasal sounds produce vibration around the area of the nose. Finally, hold your thumb in front of your lips and make a puffing sound, like "Puh." You can feel the little explosion of air as your breath pops out. By saying "Whooo" with your thumb in the same position, you can feel the breath stream produced by this



particular sound. Helping your child use his sense of touch – placing his hand on your face as you speak – will often give him extra information about the words you say to him. Do not force this use of touch – never force anything – nor should you use it all the time. But as a supplement to the eyes and ears, we encourage some use of a young child's sense of touch in helping him learn to understand and, later, to express himself.



All the Senses are Important

Although looking, listening and touching are the three senses most used in language learning, the other two senses – smelling and tasting – may also be important. Think about the smell of cookies baking as a signal that good things are on the way! The sense of smell also gives other important information. It may warn your child of danger in case of fire, or that something is burning on the stove.

His sense of taste may be how he develops his likes and dislikes for different foods. To help him build understanding, use the words and phrases to describe foods, such as “SWEET,” “SALTY” or “SOUR.” Encourage him to use all his senses fully, and he will soon learn which ones are most effective in different situations.

BUILDING ATTENTION SKILLS

Effective communication between people depends on their ability to pay attention to one another. Before your child can learn language, he must learn to look and to listen to what you say. Remember that his attention span may be very short at first. You will have to adapt your talking to his attention span. Try to say something EVERY time he looks at you. At first this may be difficult, but it will become easier with practice. When he looks, say something about what he is interested in.

Getting Your Child's Attention

You can help your child learn to listen. **Always use his name to get his attention.** Call him the first time from about two feet away. If he does not respond, and he probably won't at first, go to where he can see you and call him again. In the beginning, he may only



respond when he sees you, but eventually he will learn to link the sound of your voice with your calling him.

When you call him, give him time to respond. He is learning and when we are learning something new, it takes more time. Try again if he does not respond, perhaps moving a little closer to him.

At first it may be easier for him to respond in a one-to-one situation. Use his name while playing. Say things like:

“TOMMY! HERE COMES THE BALL!”
“JANIE, CATCH THE BALL.”
“JANIE CAUGHT THE BALL!”

Among the first words many children recognize (not the first word they say) is their own name. If you use your child's name often, he will come to recognize it. Until he learns to recognize his name, use it in place of the pronoun “you” as frequently as you can. Say: “ROBBY IS A GOOD BOY,” or “JANIE IS SLEEPING.”

Let the sound of your voice announce good things. Don't always call your child for something you want him to do – that he may not want to do. If you always call him to take a

nap, to eat when he would rather play or to come inside when he is having fun outside, he may learn that your calling him means he will have to do something he doesn't want to do. Be sure you call him for things he wants: for a treat, to play a game, to go bye-bye, to tell him that Daddy or Mommy is home. Remember if he likes what he hears, he will be motivated to listen.

Talk When Your Child Looks

Nearly all children do look at the faces of those around them more than we think. They look for approval, for permission, for assistance, for attention, and for information. Sometimes they look just to reassure themselves that we are still there. If you think your child never, or rarely, looks at you, take fifteen minutes to observe him. Count the number of times he looks at you - even for a second. You may be surprised!

You will probably discover that your child looks far more than you thought - even though his looks are simply fleeting glances. Now practice saying something each time he looks at you - something about what he is doing. Children like attention and every time you speak when your child looks, you are giving him attention. If you say something EVERY time he looks, he will begin to look more often, to look longer, and eventually to look directly at your mouth and lips.

Often, just pausing and waiting a moment will encourage your child to look. BE READY! Know what you are going to say. His look may be very quick, so you will have to be just as quick. Good timing will do more to encourage your child to look attentively than any amount of forcing, pulling, or tugging. Win looks by waiting for them and by rewarding them.



WHAT TO TALK ABOUT

See His Magic World!

All parents know their children, but we are talking about a special kind of knowing. We are asking you to look at the world through your child's eyes, to try to see things the way he does. His world is full of wonders and new things to explore. It is all right there before his eyes. He lives in the present – the here and NOW. His world is continually exciting because it is filled with DISCOVERY.

When your child dawdles over his cereal, making his spoon go round and round, he is discovering that he can make interesting designs. When he splashes in the bath, he is discovering what he can do with water. Every day, every hour, your child makes such discoveries.

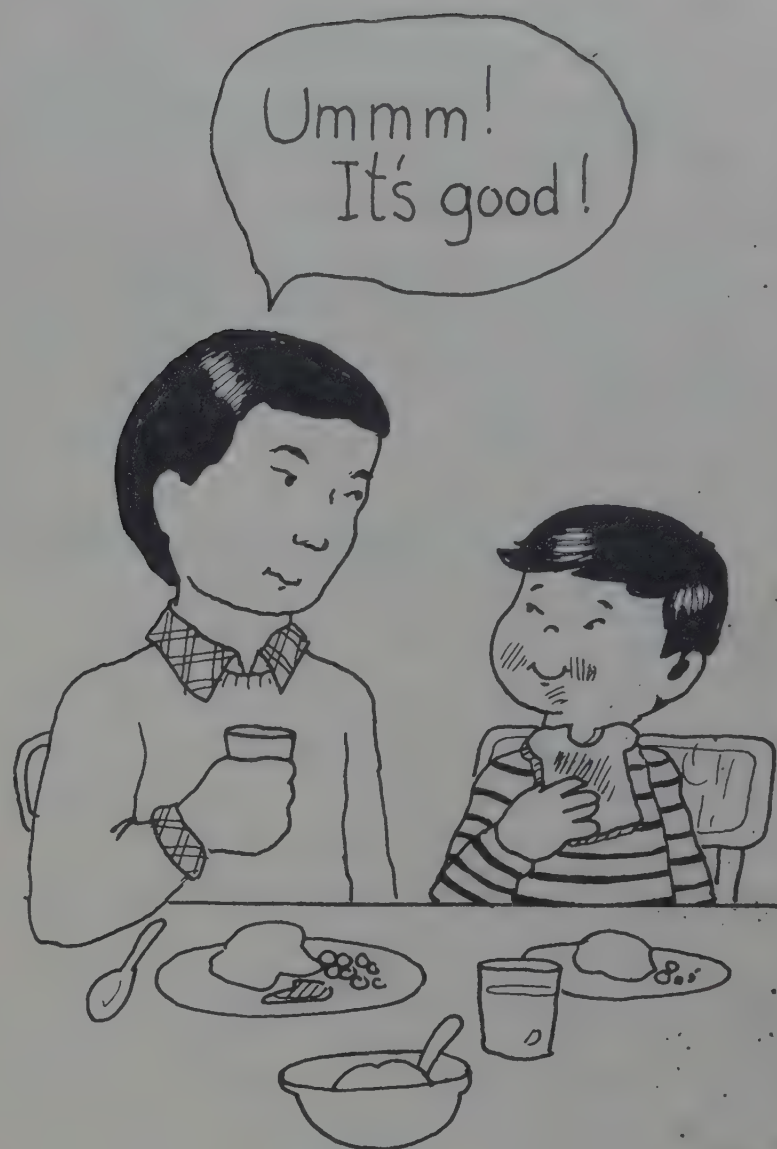
It is very difficult to squeeze back into that little magic world. But if you can – even for a moment – the rewards are great. Your glimpses of his world may be brief – as brief as his beginning looks at you – but they too will lengthen.

Your Child's Interests

Talk to your child about what interests him at any given moment. The better you know and understand your child, the easier it will be. Take time to observe your child to see what he likes to do, what intrigues him, and what he is curious about.

You can talk about what he is doing, eating, playing, wearing:

"OH, DOLLY IS SLEEPY."
"Mmmmm. YOUR SOUP IS GOOD."
"THROW THE BALL."
"YOUR SHIRT IS BLUE."



Talk about the good:

"YOU CAUGHT THE BALL!"
"WHAT A BIG GIRL!"
"IT SMELLS GOOD."
"YOU ATE YOUR BEANS."

And the not-so-good:

"Ooooo! YOU FELL DOWN."
"YOUR BALLOON BROKE."
"YOU BUMPED YOUR HEAD."
"YOU DROPPED IT."

Things Have Names Actions Have Names

Many of the words that children learn early are names of objects, people, and actions. Words like doll, car, Mommy, Daddy, spoon,

shoe, up, down, fall, jump, and drink are common in vocabularies of young children. You can help your child learn names of things by naming, or labeling, them for him. During bathtime, for example, say the words for the parts of your child's body: "FACE, NOSE, EYES, EARS, ARM, LEG, BACK, FOOT," etc.; the objects you use: "SOAP, WASH-CLOTH, TOWEL, WATER"; bath toys: "BOAT, DUCK, FISH, BALL, DOLL." Talk about the actions that you do with your child, such as: "WASH, SCRUB, TURN ON (OFF), SPLASH." Use phrases and sentences, such as:

"TURN THE WATER ON (OFF)."

"LET'S WASH YOUR ARM."

"HERE'S THE SOAP."

"OH! YOUR LEG IS DIRTY."

"LET'S WASH YOUR LEG."

"YOUR LEG IS CLEAN."

"LET'S WASH THE OTHER LEG."

If your child is interested in playing with the water, soap, or the washcloth, talk about that:

"THE SOAP IS SLIPPERY."

"SMELL THE SOAP."

"THE SOAP SMELLS GOOD."

"MOMMY DROPPED THE SOAP."

"WHERE IS THE SOAP?"

Don't worry about repeating the same phrases and words, over and over. Repetition is important to your child. He needs hundreds or even thousands of opportunities to see and hear words before he will learn to recognize them. Only you can provide this necessary repetition.

To help you get started, we are suggesting some common phrases and sentences (on the following page) which could be used throughout the day. Remember, let your child be your guide.



WHAT TO TALK ABOUT

Phrases to Use Throughout the Day

waking up: Good morning. Time to get up. Are you awake (sleepy, tired)? Let's get up.

dressing: Time to get dressed. Here are your pants (shirt, socks, etc.). Put your pants on. Pull your pants. Let's put your shoe on. Where's your foot? Push, push hard.

up and down: Let's go down (up). Down, down, down we go (chanted as you go up or down the stairs).

mealtime: Time to eat. It's time for breakfast (lunch, dinner). Get your bib. Do you want some _____? Here's your _____. Do you want more _____? Ummmm, it's good. Your soup is hot. Use your spoon (fork, knife). Wipe your mouth (hands). All gone.

going out to play: Let's go outside. Here's your coat. Put your coat on. Let's button your coat. Open the door. Pull (push). Let's play ball (or other toy).

going for a walk: We're going for a walk. Oh, you want to run. Let's run fast. You ran! Look at the flower. That's a big truck. There's a dog. The dog goes "bow-wow." Let's go home.

bathroom: Let's go to the bathroom. Oh! Your hands are dirty. Wash your hands. Turn on the water. Get the soap. Now your hands are clean. Turn the water off.

Daddy's home or Mommy's home: Here comes Daddy. Do you want to play with Daddy? Peek-a-boo. Come to Mommy. Oh, you have a ball (car, airplane, book, doll, mention anything your child holds or is playing with).

bedtime: Let's get ready for bed. Let's take off your shirt (pants, socks, etc.). Time for your bath. Open the door. Turn on the light (water). The water is warm (cold, hot). Get your duck (boat, ball). Wash your face (arms, foot, etc.). Rub hard. Out you come! Let's dry off. Here's a towel. Rub hard. Here are your pajamas. Put your leg (arm, head) in. Let's get in bed. Here's your teddy. Give Mommy (Daddy) a kiss. Good night.

other common expressions: Do you want a drink (some water)? Come on. Come here. Throw it away. Where's (the) _____? Wait a minute. Stand up. Sit down. Help me. After a while. Ouch! It hurts. Let's go. Look at the _____. See the _____.

A Tear-Out Page

(This page can be torn out and put up as a reminder of WHEN to talk and WHAT to say.)

TIPS ON TALKING

HOW TO TALK

Certain environmental or physical factors affect the ease with which your child will be able to lipread and hear what you say. We have already discussed several of these but they bear repeating.

Get to Your Child's Eye Level

Your child will be able to see your lips best when you are level with him – at **his** eye level. Be about two to four feet from him whenever possible.

Face the Light

If you face the light, whether it be a window or an electric light, the light will fall on your face, making it easier for your child to see. If your child is looking into the light, your face will be in the shadow and it will be difficult or impossible to see.

Be Still

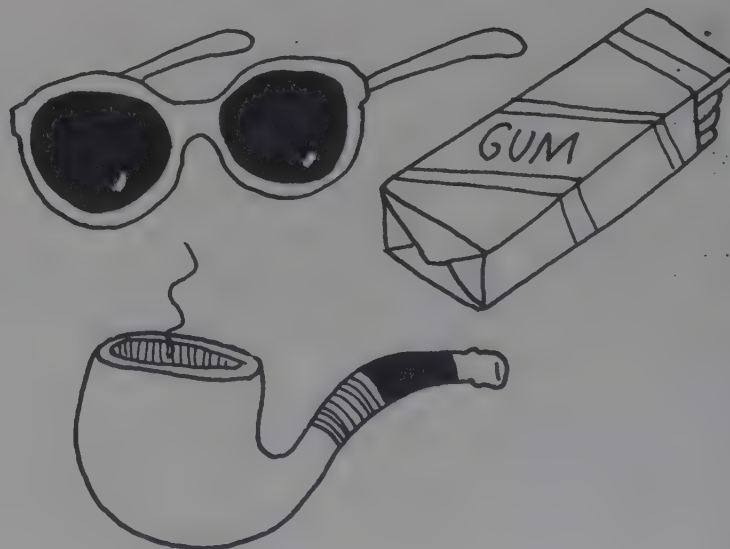
Avoid distractions such as gestures or physical movements while speaking. If you wish to gesture, do so before or after you speak – not while speaking. Be especially careful not to cover your mouth with your hands.

Avoid physical objects in the mouth, such as cigarettes, cigars, pipes, or gum chewing. Mustaches and some beards make lipreading extremely difficult.

Avoid wearing sunglasses whenever possible. Your eyes provide a good deal of information for the listener.



AVOID THESE



Speak Naturally

Your child will talk the way you talk. You are his model. Speak naturally, neither too quickly nor too slowly. Speak in a smooth, flowing, natural way.

Let your voice and face be expressive, but don't exaggerate your lip movements or facial expressions. Don't "mouth" each word so that it stands alone. Use a key word often:

"CATCH THE BALL."

"THE BALL IS RED."

"LET'S FIND THE BALL."

Speak Correctly

On occasions when you use single words, be sure to begin with your mouth closed. A good rule: begin with a closed mouth and end a word by holding on to its final sound for a split second. This is particularly important when you are concentrating on teaching a specific word. For example, if you start a word like "push" with your mouth open, it will look like "up-push." If you drop your jaw after the final sound in "off," the word looks like "off-uh." And if you bring your lips quickly together after the "r" at the end of "car," it looks like "carm" or "cab."

Language Level

Keep it simple! Talk in short, simple phrases or sentences. Each phrase or sentence should contain a single idea, such as:

"SEE THE FLOWER."

"LET'S SMELL THE FLOWER."

"THE FLOWER SMELLS GOOD."

Using short sentences interspersed with action not only keeps the sentences short and simple, but allows you to repeat the noun.



WHEN TO TALK

Talk whenever you have your child's attention, while playing, dressing, shopping – any activity you are doing together. Talk whenever he looks at you. This does not mean that you should be a nonstop talker, talking every moment of every day. It does mean that you should talk to your child in many situations. If you talk close to your child, at eye level, about his interests, clearly and repetitively, then you cannot talk too much. Be certain you have his attention, then TALK.

A Time to Listen

Before your child can talk, he must have someone to talk to – a listener. You will have to work hard as the listener because his communication skills are just developing. The more effort you put into listening, the greater effort he will put into communicating. Remember how difficult it is for him. Help him by being an **active** listener.

We have stressed the importance of observing your child, getting to know him, seeing the world from his point of view. This is important because it will help you to understand what

he wishes to communicate. Help him in his efforts to communicate. Maybe he is tired, hungry, unable to make a toy work, curious about how something works, or just in need of comfort. LISTEN. RESPOND WITH WORDS AND WITH ACTION. Respond with the words that he would use if he could. **This is how he will learn.**

Listen with more than your ears. Listen with your eyes, with your mind, and with your heart.

Repetition is Important for Understanding

Don't be discouraged if your child doesn't seem to understand what you say. Children need to hear words over and over in a variety of situations where their meaning is obvious before they begin to understand. Repetition is very important. REMEMBER: It takes thousands of repetitions before he understands. Language learning is a big job, and you need to be patient. Keep repeating, keep talking to your child, and eventually it will have meaning for him.

THE FOUR "P'S"

Be Patient

Young children need time to learn and deaf children need time and practice to learn to understand through listening and lipreading.

Be Persistent

You will have to repeat and repeat, and show your child over and over what you are talking about.

Praise

Your child needs a lot of encouragement as he learns; smile, praise him – his job is not easy.

Use a Positive Approach

Be positive in your belief that he can and will learn to communicate; your confidence will be reflected in his communication.

You and Your Child

YOUR REACTIONS TO YOUR CHILD'S DEAFNESS

Learning that your child is hearing impaired is traumatic. Even if you suspected it, there is that awful moment when your suspicion is confirmed. At first you may feel shocked – almost numb. Later you may be overwhelmed by sorrow and disappointment. It is all so new and confusing. It is little wonder that you may be bewildered and fearful. You may never have known a hearing-impaired person or considered what the loss of hearing means to a young child. You may be angry, even though you may not know where to direct your anger – at yourself, your child, or the professionals whose calmness may make them seem uncaring.

Often parents suffer feelings of guilt when they learn of their child's deafness. They wonder if it resulted from something they did, or did not do. This is seldom the case, and such feelings of guilt usually have no basis in fact.

These feelings are normal and natural and shared by other parents in your situation. Most parents go through a series of stages as they adjust to their child's hearing loss. As you move through stages of sorrow, anxiety, confusion, depression and even indifference, remember these feelings are normal. They are a way of adjusting to a painful reality.

How long it will take for you to adjust depends on you. No two people are exactly alike. Feelings of sorrow and loss may reoccur in the days – and even years – to come. In general such feelings, no matter how intense,



are temporary. As you begin to help your child, the painful feelings will be replaced more and more often by feelings of hope and pride in accomplishment – his and yours.

Coping with Your Feelings

It is important for you to cope with your feelings. Even though they are normal and natural, they can get in the way of your relationship with your child. And that relationship is enormously important for his learning. The early years, **right now**, are the most important years in your child's life. This is the critical learning period for all children, and it is especially important for young hearing-impaired children.

Keeping a diary or journal of your feelings can help. Just expressing feelings, especially negative feelings, may cause them to lessen. Later when you look back over your journal, you will see how far along the road you have traveled.

A Positive Step

Your enrollment in this Course indicates that you are already moving on to more positive feelings as you begin to learn your vital role in your child's education. Your goal now is to learn how best to help your child grow and develop as other children do, to help him grow up to think well of himself and others, and to be self-sufficient and able to take his place in the world.

THE FAMILY SETS THE PATTERN

Children's ideas and feelings about the world develop in the early years and often reflect feelings of or about the family. Right now you may be keenly aware of your hearing-impaired child's effect on the family, but do not forget how strongly the family also affects him.



Just as each person is unique, so each family is unique. Each member brings to the family his strengths and weaknesses, his talents and needs. Each family member influences the family and is in turn influenced by it. Right now the impact of your hearing-impaired child may be very strong because his special needs are placing new demands on the family. At first the family may be jarred by his presence. Family goals may have to be changed to take care of his special needs, and periods of change can be unsettling for everyone. As you adjust to meet these new challenges, try to keep the needs of the family as a whole in mind. Your hearing-impaired child will benefit from a strong, solid, happy family.

Help him to take his place in the family just like all other members. Except where adjustments are necessary for his communication, do not single him out. Treat him as much as possible just like other family members. Include him in family activities. The family is a child's beginning social experience in the world. What children learn as part of a family will affect how they relate to others as they grow older and move in larger and larger social groups.

Brothers and Sisters are Important

Often, the time required by a young hearing-impaired child is resented by his brothers and sisters – his siblings. Perhaps one of your most difficult tasks is to minimize sibling jealousy and resentment. This is a difficult job in most families – even when there is not a handicapped child.

Be as honest as you can about your feelings for all your children. Listen to each of them. If they complain that they are not receiving enough attention, even if you feel it isn't so, it probably means they need a little extra loving.

How you handle your hearing-impaired child and his siblings depends on you, your children, and their ages. Older siblings can be understanding and helpful. But don't expect too much. They are also children, and their needs must be met, too. Sometimes they may intellectually understand the extra demands on your time right now but be unable to accept it emotionally. They can't change how they feel and need reassurance from you that their feelings are all right.

Set aside some time to give siblings your full attention. Perhaps parents can divide up the responsibility so each child in the family can have time alone with each parent. The amount of time is less important than the fact that your child knows you are spending this time with him just because you wish to.

Explain to the other children, as simply as you can, about your child's hearing loss. Be sure they understand they were not the cause of it, nor are they in danger of losing their hearing. Whether or not you want them to help depends a good deal on their ages. Older children often want to feel part of the team.



Parents Can Support Each Other

When parents work together as a team, everyone benefits. However, this is often difficult. Each parent may be at a different stage of adjustment and have a different style of coping with difficulties. One parent may give up all responsibilities for the child, which then increases the responsibilities of the other parent. Or one parent may shoulder **all** the responsibility, leaving the other parent feeling left out and helpless.

We all adjust and deal with shock and sorrow in our own way. One parent may want to talk about the problem while the other may hold feelings inside and find discussing them difficult. Often women are allowed to express feelings more openly than men. These individual and cultural differences can be disruptive to the normal husband-wife relationship. At the very time when spouses need each other and want each other's support, they may find it difficult to reach out to each other. Tensions may develop. Parents need to pause and take stock of the situation. They need to see things from the other's point of view, to provide support, and to give each other time to grieve, to adjust, and room to grow and develop. Sometimes just an evening together, away from family demands, may help.

Your Feelings as a Single Parent

If you are a single parent, many of the feelings we have discussed may be magnified. Your need to share your feelings is very real. Close friends and family members may be good "listeners." At times, however, you may feel more comfortable in talking about your feelings with your family doctor, your clergyman or a counselor.

As we mentioned in Lesson One, you may benefit from joining a parent group of other single parents or parents of hearing-impaired children. Although people react differently in dealing with problems, you can offer support to one another through your understanding and common concerns. The friends that you make in parent groups often become the friends with whom you share your child's successes and triumphs as well as the difficulties.



You and Your Child's Grandparents

The role assumed by your child's grandparents depends on the kind of relationship you have with them. Of equal importance is their ability to adjust to your child's hearing impairment and how they see their role with your child. How active their role will be also depends on whether they live close or thousands of miles away.

If you are close to your parents, physically and emotionally, you may instinctively turn to them for support. If such support is not immediately forthcoming, do not be disappointed or angry. Grandparents may have as difficult, or a more difficult time, than parents adjusting to their grandchild's deafness. If this is the case, you will have to be patient and supportive. Be open in explaining things. Encourage them to take an active role; they can be a tremendous asset to you and your child. Be patient! Don't rush them.

Most grandparents truly wish to be supportive and helpful. Often they need only some guidelines from you. To a great extent, you dictate what their role will be.

EXPLAINING YOUR CHILD'S DEAFNESS

Acceptance is Contagious

You set the tone for others. If you have accepted your child's hearing impairment and feel comfortable enough to talk about it, others will feel free to ask questions, and they too will feel comfortable with your child. Most people who ask questions, even foolish ones, do so with the best of intentions. Try to remember that when you answer. Many people know little about hearing impairment in general, and even less about hearing impairment in young children. Questions, or inquiring looks, provide you with an opportunity to educate the public concerning the hearing impaired.

The Invisible Handicap

It is a mixed blessing that we cannot "see" a hearing impairment. Because we do not immediately recognize hearing-impaired people, frequently we are unaware of them

and ignorant about the problems. This lack of recognition can lead to insensitivity.

People who notice your child's hearing aid may ask questions. Try to answer as matter-of-factly as possible. You might begin, with casual acquaintances, with a simple explanation. You could just say your child doesn't hear well, and must be looking at anyone who is speaking to understand, although the hearing aid helps. You can add that you and his teachers are working on communication skills. Most people neither need nor want long and complicated explanations, so simply say something to make it easier for the person to talk directly to your child.

Acceptance by Peers

Your child's acceptance by his peers will depend partly on what kind of child he grows to be. If he always gets his own way, he will encounter the same problems with his peers that all children who are used to having everything their way experience. Help him develop the qualities that will make him acceptable to other children: independence, willingness to share, and a genuine interest in others.

If children are curious, explain your child's hearing impairment to them. Be matter-of-fact and brief. Tell them that your child doesn't hear well and has to be looking at them when they talk. Explain that the hearing aid helps your child to hear.

Notice the kinds of games the neighborhood children play and teach your child the rules when he is ready. Make your home and yard inviting for the neighborhood children. Encourage them to come and play with your child. While he is quite young, one or two children at a time may be all that he can handle; this is true of most young children.

BEING REALISTIC ABOUT YOUR CHILD'S HEARING AID

In addition to other people's questions and reactions to your child's hearing aid, you may have questions yourself. If your child is to receive or has recently received a hearing aid, you may have mixed feelings about it. It is the first obvious outward sign of your child's hearing impairment, and it may make you feel uncomfortable when people ask about it, or when other children point it out. Be aware of these feelings, and keep reminding yourself that your acceptance of your child's hearing impairment will help others to accept it. The benefits your child will get from the hearing aid will be an important part of his learning to listen – as much as he can – to sound.



What a Hearing Aid Does

The hearing aid will not "cure" your child's hearing impairment. It is important that you understand the limitations as well as the potential benefits of your child's hearing aid. What a hearing aid actually does is to amplify, or make louder, ALL sound. It makes voices louder, but it also makes background noise louder. It does not make sound any clearer, and most hearing-impaired children have

problems with the clarity of sound. It is not like wearing glasses, which make you able to see clearly. It is more like a radio with static: no matter how loud you turn the radio up, there is still static and it is still hard to make out the words or the music. Your child has to learn to hear which sounds are important, and which ones to ignore. It takes a lot of practice, but this is the best time – when your child is young – to begin this practice of listening.

How much help your child receives from a hearing aid depends on several factors, including the degree of hearing loss, the age at which he began wearing his aid, the consistency with which he wears it, and what he hears through it. Your important role in encouraging your child to wear the hearing aid throughout the day will have impact on how he learns to hear through it. Most children readily accept hearing aids, but your attitude and knowledge are important factors. To help you, we have enclosed two special papers on hearing aids and their care.

Hearing and Safety

You may be apprehensive about your child's safety and how it is affected by his lack of hearing. You may worry that he will not hear cars, alarms, public announcements, or other warnings. These are valid concerns. You will have to consciously teach your child certain things, often through pantomime and gesture. But **do not** prevent your child from having the normal experiences that all children have. Think ahead to what he will be doing a few months or years down the road. Try to prepare him to handle those experiences. Individual circumstances will determine exactly what and how you teach.

If you live on a heavily trafficked street, you may want to teach your child that he must never venture into the road. However, if you



live in a rural area without sidewalks, you and your child may walk along the road. When you see a car approaching, exaggerate the whole business of getting off the road. You may be surprised at how soon he will begin to notice approaching cars and indicate to you what to do. When he is older and bicycling, teach him the rules of the road. Many youngsters do not observe them, but hearing-impaired children especially need to do so.

FINDING SERVICES FOR YOU AND YOUR CHILD

It is natural to be afraid of the new and the unknown. You have been plunged suddenly into a strange and perplexing world. It is no wonder that you are bewildered. Ask questions of the professionals with whom you are in contact. Get written reports. Have them explain in language **you** understand. Seek the answers to questions about the future, safety, schooling, jobs, and any other concerns you might have.

Getting a Good Diagnosis

Accepting the fact that your child is hearing impaired can be very difficult. A common reaction is "It can't be true." You may feel that the diagnosis is wrong, or that there must be something doctors can do to make your child hear normally. It may feel like you are giving up hope if you accept your child's deafness.

Your concern and your desire to have everything made "all right" are very natural feelings. It **is** important to have an accurate diagnosis. Have the audiologist who tests your child explain the test results, and get counseling on the kinds of tests available and what they accomplish. You may decide to get a second opinion. Your child should also be seen by an otologist, who will determine if

there is anything that can be done medically or surgically.

There comes a time, however, when you truly can do no more. Although research is being conducted, at this time there is nothing that can be done—medically or surgically—to correct a sensorineural or nerve-damage hearing impairment. Your child needs your energy focused directly on helping him by making the most of language-stimulating opportunities, rather than in seeking some possible miracle cure. You cannot "fix" your child's hearing impairment, but with patience and hard work you **can** help reduce the negative effects of his deafness. Use your energy wisely.



School Plans: Now and in the Future

As you begin to look at schools for your child in the future (or if he is already in a program), you will be dealing with different types of professionals. Remember they are there to help you and your child. Ask questions when you need information. Most professionals want to help as much as they can. Try not to become emotional; be as calm, rational, and cooperative as you can.

If your child is attending school, it is an important part of his education. But remember, it is only one part of his total education. There is much learning that takes place outside the school setting. Your child learns at home, as he plays with friends and during all his experiences. He, like all children, will continue to learn many things in his out-of-school hours.

Your job will not end the day he begins school; it will only change. You will continue to be his teacher, outside of school, as you become involved with his education in school. It will benefit both of you if you learn as much as you can about education for hearing-impaired children. This will help you make informed decisions about your child's education. If you think changes should be made, ask about them. Parents and teachers should work together to insure the best possible education. Your input is valuable and important because no one knows your child as

well as you do. Be informed. Be active. Be supportive.

Parent Organizations

Increasingly, parents have banded together to form parent support groups and organizations. These groups encourage parents to interact with each other, sharing concerns as well as solutions. Parents who have already dealt with a problem may have helpful advice you can use. You will find, in time, that you can offer advice from your own experience which will help others. Parents learn that other parents truly do understand. Few – if any – thought they would have a hearing-impaired child, and they came to this job with no preparation. Like you, they too experienced the fear, the uncertainty and the anger. They too want to do the very best they can for their child and wonder sometimes if they have the strength and the capacity for the task. Sometimes just knowing you are not alone makes things easier.



Professional Help

Having a hearing-impaired child places new demands on all members of the family. These demands may create a strain on relationships or intensify already-existing problems. Or people may have such different styles of coping with the situation that instead of drawing closer at a time when they both need extra support, they feel even more alone. Accepting and adjusting to your child's hearing impairment may take a great deal of work and you may need help with this.

We all need help occasionally. Seeking professional help is not a sign of failure; it shows a willingness to deal with your feelings and to work towards positive solutions. Many people can benefit from professional counseling, especially during difficult times. Sometimes we just need to know that the thoughts and feelings we are experiencing are normal and natural. Or we need to be reassured that we are on the right track. Just talking to someone may help us to gain an increased awareness

of our own behavior, our emotions, feelings and attitudes.

THE REWARDS OF FACING YOUR CHILD'S DEAFNESS

Facing the fact that your child is deaf is a very difficult thing to do. It takes time to adjust to the many changes this makes in your day-to-day life and in your relationships. Being aware of your feelings about your child's deafness is a very important step in coping with the situation. Once the problem is faced, you can do something about it.

You are already taking positive action by enrolling in this Course. As you learn about ways to help your child learn to communicate, and continue to explore your own feelings, the doubts will become less overwhelming. You will gain more self-confidence and your child will develop more skills. Together you will share the very special joys and triumphs of his childhood. You are on your way!

Games and Activities

AN EVERYDAY ACTIVITY

Description: MEALTIME

Purpose of the Game:

To expose your child to vocabulary associated with mealtime.

To help your child enjoy mealtime with the family.

What You Need:

You and your family.

Food served family style.

When to Play:

Breakfast, lunch, dinner, or snack time

What to Do:

1. Put the food for the meal on the table family style, in serving bowls.

2. Just before serving a portion, pause a moment to see if you have your child's attention.

If possible, don't serve your child first. If you do, he will be interested in eating and not attending to the language you use as you serve other family members.

3. As you serve food to each family member, pause to gain your child's attention, and say something about the food. For example:



"HERE ARE SOME BEANS."
"DADDY WANTS BEANS."
(while serving Daddy beans)

4. Serve your child small portions – always a good idea with young children – but here it serves another purpose. Your child may ask for more, providing an extra opportunity for repetitive language. Your child will be most interested when it is **his food** you are serving.

5. Don't be afraid to use questions. It encourages your child to make choices. You might say:

"DO YOU WANT POTATOES AND CORN?"

"DO YOU WANT BUTTER ON YOUR CORN?"

If your child doesn't understand or respond, make a decision for him. You might say: "OH, YOU WANT SOME CORN!"

6. You can provide opportunity for your child to ask for food by occasionally forgetting to put something he really likes on his plate. When he points, fusses, or in some way indicates your mistake, say:

"OH! I FORGOT YOUR POTATOES."
"DO YOU WANT SOME POTATOES?"
"HERE ARE SOME POTATOES."
(as you serve your child potatoes)

7. Repeat the routine as often as possible; your child will have to hear and see the same language many times before he will understand it and finally to use it himself.

Variations:

1. Let your child help in some simple food preparation to reinforce names of different foods.



2. Make a scrapbook of pictures of food (after your child has had some experience with the real thing). Cut pictures from magazines. Let your child help paste them in a scrapbook. You can set it up in categories, such as: "Breakfast Foods" (or Lunch or Dinner Foods) or "Meats," "Vegetables," "Fruits," etc.
3. Let your child help you set the table to reinforce names of things you use: forks, spoons, plates, cups, glasses, napkins, etc.

If Your Child is Ready: Advanced Language and Skills

1. At first you will want to introduce all the names of food and other things in short, natural phrases or sentences:

"HERE ARE SOME _____."
"USE YOUR FORK."

As your child's attention span increases and his understanding develops, introduce new and slightly longer phrases and sentences. Always combine new language with familiar language. For example, if your child understands "HERE'S YOUR SOUP," you can introduce the word "HOT" in a phrase such as "BE CAREFUL! THE SOUP IS HOT!"

2. In the beginning, emphasize general categories of foods and utensils used in eating. When your child recognizes "CEREAL," begin teaching "OATMEAL," "WHEATIES," "CORNFLAKES," etc. You may initially use "JUICE" to refer to all fruit flavored drinks; when your child learns "JUICE," begin to differentiate and teach "KOOL AID," "LEMONADE," "ORANGE JUICE," "CIDER," etc. When child learns "SPOON," teach "SOUP SPOON," "TEASPOON," "TABLESPOON," or "BIG SPOON," and "LITTLE SPOON."

PLAYTIME

Description: **PLAYING WITH BLOCKS**

Purpose of the Game:

To provide your child the opportunity to play and create with blocks.

To present language in connection with a playtime activity your child enjoys.

What You Need:

Blocks. (Very young children may prefer small, hard rubber, plastic or wooden blocks that they can easily hold.)

When to Play:

Any time your child is interested.

What to Do:

1. Sit on the floor with your child, in an area where you have plenty of room to play and build with blocks. Blocks are an excellent toy for creative play because they encourage children to use their imagination in a variety of ways.
2. If you have the blocks in a container – a box or a basket – pick up the container and say something about them, such as, “HERE ARE THE BLOCKS!” and then dump them out on the floor in front of your child.
3. Follow your child’s lead. Let him choose what to do with the blocks. He may stack them, build with them, make towers, push them around on the floor or drop them back into the container. Encourage him to try different combinations of blocks, and



let him discover what happens if he builds a tower too high, or unevenly. He may think that knocking down a tower is the most fun of all!

4. Talk about the blocks and what your child does with them as the opportunity naturally comes up. You may say something such as:

“IT’S A RED BLOCK.”

“PUT IT ON TOP.”

“GIVE MOMMY THE BLOCK.”

You might hand him the blocks, one by one, and say something such as:

“HERE’S A BLOCK.”

“TAKE THE BLOCK.”

“YOU TOOK THE BLOCK!”

“HERE’S ANOTHER BLOCK.”

5. When you are done playing with the blocks,



have your child help you with putting them away. You can make clean-up fun by making it a game to put the blocks into their container. Talk about what you and your child do. You might say:

"LET'S PUT AWAY THE BLOCKS."

"PUT THEM IN THE BOX."

"GOOD FOR YOU!"

"PUT IN ANOTHER BLOCK."

Variations:

1. **A Block Train.** Two- and three-year-olds will enjoy using blocks to make a "train" which they can push across the floor. You can say, "PUSH THE TRAIN." "CHOO-CHOO." "IT'S A TRAIN." "YOU PUSHED THE TRAIN!"
2. **Stack the Blocks.** Three- and four-year-olds enjoy building with blocks. Help your child gain pride in his accomplishment by showing that you are pleased with what he has built. Use language such as, "PUT ANOTHER BLOCK ON." "IT'S GETTING

HIGH." "WHOOOPS, IT FELL." "UP, UP!" "OH! IT'S HIGH."

3. **Building with Blocks.** Some four-year-olds and most five-year-olds may build structures that really represent something. They may build houses, walls, garages, or roads. Try to recognize what your child is building and talk about it.

Block play can be enhanced as children grow by adding other toys, such as cars, trucks, small figures (dolls), etc.

4. **The More, the Merrier.** One of the many nice things about blocks is that there are usually many of them in a set. Therefore, they lend themselves to play by more than one child. Several children can play side by side with blocks, playing the same or even different games – each building and playing according to his age, interest, and ability. If your hearing-impaired child has brothers and sisters, block play is a good way of including everybody.

5. **Kindergarten Blocks.** Children also like large kindergarten blocks. They will play with them in a variety of ways according to their age, interest and inventiveness. No other toy will be of such lasting interest for your child – for he adapts blocks to his level as he grows. Your job is to adapt the language to his interests as they grow and change.

These blocks can be made from scrap lumber (if you are skilled in using hand or power tools) or they can be ordered from large mail order companies or toy manufacturers.

A THINKING ACTIVITY

Description: LEARNING ABOUT BIG AND LITTLE

Purpose of the Game:

To expose your child to the concepts of "big" and "little."

To provide the language for the concepts of "big" and "little."

What You Need:

Two sizes of shoes, sandals, slippers, etc. (You can use your shoes and your child's shoes, for example.)

When to Play:

Whenever your child is interested.

What to Do:

1. Sit on the floor with your child, and put all the shoes – big and little – in a box and mix them up.
2. Select a big shoe from the box, say something such as, "IT'S BIG! LET'S PUT THE BIG SHOE HERE. IT'S A BIG SHOE!" Place the shoe on the floor on one side of the box.
3. Take a small shoe out of the box and place it on the other side of the box, again talking to your child about the shoe as you hold it. You might say, "IT'S LITTLE! PUT THE LITTLE ONE HERE."
4. Let your child select any shoe from the box. Say something about whatever size shoe he holds up, such as "OH, YOU



FOUND A BIG ONE!" or "THAT'S A LITTLE SHOE!" Help your child to place the shoe in the correct pile, and continue talking about the size.

5. Continue sorting until all the shoes have been put into the appropriate piles of "BIG" and "LITTLE" shoes.
6. Remember, although you are exposing your child to the language "BIG" or "LARGE" and "LITTLE" or "SMALL," the main purpose of this activity is to help your child learn the **concept** that things are different sizes.

Variations:

1. Mix up the shoes in the box, as in the basic game described above. As you and your child take out each shoe, try putting it on. Since your shoes will always be too big for your child, and his shoes will always be too

little for you, you will have many natural opportunities to point out differences in size and to provide appropriate language.

2. You can also play the sorting game using shapes cut out of construction paper. You might use simple shapes such as circles, triangles and squares; or cut-outs of easily-recognizable objects your child is familiar with, such as houses or cars. Talk about each shape as you put it in the correct "big" or "little" pile. Make sure the cut-outs you use are indistinguishable except for their size; they should all be the same color so your child does not become confused about how to sort them.

Once you and your child have sorted the shapes, take a piece of paper, divided in half, and paste the big shapes on one side, the little shapes on the other.

3. Read your child the story of "Goldilocks and the Three Bears," pointing out and talking about what is big and little in the pictures.
4. Let your child help while you are baking a

cake. Save a small amount of batter and help him make a little cake as well. Or make a big and little gingerbread man using a cake mold for the big one and a cookie cutter for the small one. Let your child decorate the big and little gingerbread men.

If Your Child is Ready: More Advanced Language and Skills

1. When your child seems to understand the concept of big and little, introduce the concept of big, bigger and biggest. You might do this using different-sized shoes, as in the basic game described above, or using shapes as in Variation #2, divided into three piles.
2. You can also begin to expose your child to the words "BIG" and "LITTLE" in print. You might print the words on separate cards and place them on the floor to go along with your "BIG" and "LITTLE" shoes game, or write them on the piece of paper you paste the shapes on in Variation #2.

LISTENING

Description: ENVIRONMENTAL SOUNDS

Purpose of the Game:

To expose your child to sound.

To help your child become aware of environmental sounds.

What You Need:

Vacuum cleaner or other noisy appliance.

When to Play:

Any time you are with your child.

What to Do:

1. Have your child near you as you turn on the vacuum cleaner (or other appliance). As soon as you turn it on, your child will probably look at you and you can say something about the sound. Point to your ear and say, "I HEAR THAT!"
2. Put your hand on the vacuum cleaner, showing your child that he can do it, too. Encourage him to put his hand on the vacuum cleaner with you. Talk about what he hears and feels. You can say something about the sound or the vibrations, such as:

"IT'S LOUD!"

"DO YOU HEAR IT?"

"I HEAR IT!"

"DO YOU FEEL THAT?"

"I CAN FEEL IT!"



3. Turn off the vacuum cleaner and talk about the lack of sound, using the language which naturally comes to your mind. You might say:

"WHAT HAPPENED?"

"I DON'T HEAR ANYTHING."

"IT'S OFF."

4. Turn the vacuum cleaner back on, and again point out the sound and vibration that takes place. Repeat this activity a few times, as long as your child is interested. You might let him "help" you vacuum for a minute. Keep encouraging him to listen to the sound.

Variations:

You can do this activity with a variety of household items. Any appliance which makes sound – a blender, hair dryer, washer, dryer, or radio – can be used. Any toys which make a loud or distinct noise, such as friction toys (trucks or cars or airplanes) can also be used. In fact, any object in your child's environment which makes noise can be used to help your child become more aware of environmental sound.

SPEECH

Description: WAKE-UP GAME

Purpose of the Game:

To encourage your child's vocalizations.

To respond to your child's sounds.

What You Need:

Yourself, your child and a helper.

When to Play:

Any time.

What to Do:

1. First, your child needs you and a helper to show him how to play the game.
2. You pretend to be asleep. The other parent or sibling (whoever is helping) says something to you, appropriate to your child's level, such as "WAKE UP!" or "IT'S TIME TO WAKE UP!" Just the first few times you play the game, let your child feel the vibrations of the voice sounds (by putting his hand on the speaker's face).
3. You "wake up" upon hearing the voice.
4. Repeat the game, encouraging your child to help "wake up" the one sleeping (you or your helper).



5. If your child makes **any** sound, reward him by immediately "waking up."

Variations:

Use a doll to model the activity with your child.

If Your Child is Ready: Advanced Language and Skills

If your child responds to voice sound in the LISTENING game in this lesson, let your child take a turn being the one who pretends to be asleep.

Highlights

Children learn by using all their senses. They learn best when they are actively engaged. Watch your child as he plays, note his interests, then talk to him about those interests. Get his attention; then speak clearly and naturally. Be sure you are at his eye level and that he can easily see your face and lips. Be patient! You will need to repeat and repeat before he will understand.

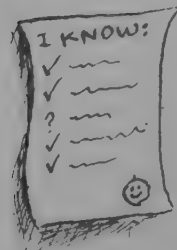
Learning of a child's hearing impairment is difficult for all parents. Your reactions and feelings, no matter how negative, are natural. As you begin to work on helping your child, some of those painful feelings will diminish and be replaced by feelings of hope.

Let us know how you are progressing! We want to help.

SPACE FOR PARENTS' NOTES

SEND YOUR SECOND REPORT ON ITS WAY AS SOON AS YOU ARE READY. YOUR REPORTS HELP US TO HELP YOU.

(There is more space for your notes on the back of this page – or you may prefer a notebook.)



Check your understanding: LESSON II

HOW TO TALK

I. **FILL IN THE BLANKS:** Choose the best word from the list below. (Answers can be used more than once or not at all.)

touch language speech audition (listening)
receptive vision (looking) expressive smell

1. Language is **what** you say; Speech is **how** you say it. (B-II.5)
2. Before he begins to talk, a baby **absorbs** words; this is receptive language. (B-II.5)
3. The two senses **most** used in language learning are Vision and audition. (B-II.6,7)
4. When he begins to talk, these sounds or words a child **says** are called Expressive language. (B-II.5)
5. Receptive language develops first. Then comes Expressive language. (B-II.6)

II. MULTIPLE CHOICE

1. Coax your child to look at you by:

- a. _____ pulling his chin with your hand.
- b. _____ grabbing his arm.
- c. ☒ holding something of interest near your mouth. (B-II.6)

2. When your child looks at you:

- a. _____ wait for him to vocalize.
- b. ☒ say something about what's happening.
- c. _____ turn, so he will call you. (B-II.9,10)

3. When you want to talk to your child:

- a. _____ stand so that he can look up to you.
- b. _____ bend from the waist.
- c. ☒ have your face at his eye level. (B-II.15)

II. MATCHING – Find the answers to “What’s Wrong” from the column at the right.

WHAT’S WRONG

1. C While Mommy is doing exercises, she says to Jose, “Let’s get some juice.”
2. E Neighbor says, “Bobby, I was driving down the freeway the day before yesterday, and the most incredible thing happened to a truck that was about 100 feet ahead of me.”
3. B The sun is in George’s eyes as he squints up at Mommy. She says, “It’s hot; come inside.”
4. D Grandpa says to Freddie, very slowly and loudly, “I cannn–nottt–ffind–yourrr–ball–uh!”
5. A Bending from the waist, Uncle Joe says to Tina, “Wow, you found a big bug!”

HOW TO TALK

- A. Be at child’s eye level. (B-II.15)
- B. Have the light on **your** face. (B-II.15)
- C. Hold still while talking. (B-II.15)
- D. Speak naturally. (B-II.16)
- E. Use simple language. (B-II.16)

This is for **your** review and enjoyment only. Please do **not** return it to us.

ANSWER KEY

- | | | | |
|----|---------------------------------------|------|-----|
| I. | 1. language; speech | 1. c | II. |
| | 2. receptive | 2. b | |
| | 3. vision and audition (either order) | 3. c | |
| | or looking and listening | | |
| | 4. expressive | 4. d | |
| | 5. receptive; expressive | 5. a | |

Other Sources of Information and Help

YOU AND YOUR CHILD

Order from:

Listen...Please?, by Ada Ruth Dogger, 1974

(Contains information for parents that their hearing-impaired children might like them to know.)

Carlton Press, Inc.
New York, New York

A Difference in the Family, by Helen Featherstone, 1980.

(Deals with the impact of a handicapped child on his family.)

Basic Books, Inc.
Harper & Row Publishers, Inc.
10 E. 53rd Street
New York, New York 10022

Counseling Parents of Deaf Children, by David Luterman, D.Ed., 1979.

(Many parents will see their own feelings reflected in the first chapter of this sensitively written book. That, and the chapters on the impact of deafness on the family, make the book, written for audiologists and other professionals, worthwhile for parents.)

Little, Brown & Company
34 Beacon Street
Boston, Massachusetts 02106

The Families of Hearing Impaired Children, by A.T. Murphy, 1979.

(Discusses the impact of hearing impairment on the whole family.)

Alexander Graham Bell Association
for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007

EDUCATION OF DEAF CHILDREN

Parents in Action, by Grant Bitter, ed., 1978.

(Written by thirteen parents of hearing-impaired children; deals with language development.)

Alexander Graham Bell Association
for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007

Educational Strategies for the Youngest Hearing Impaired Children (0 to 5 Years of Age), by Marya P. Mavilya and Bernadette R. Mignone, 1977.

(Practical ideas for parents in developing their child's language and listening abilities.)

Alexander Graham Bell Association
for the Deaf

Hearing-Impaired Preschool Child (A Book for Parents), by Jean E. Semple, 1970.

(A frank discussion of parents' attitudes toward their child's hearing impairment, hearing aids, and special educational needs. Included are daily home lesson plans for the preschool child.)

Charles C. Thomas, Publisher
2600 S. First Street
Springfield, Illinois 62717

ESPECIALLY FOR YOUR OTHER CHILDREN

My Sister's Silent World, by Catherine Arthur, 1979.

(An older sister's loving view of life with her eight-year-old deaf sister.)

Children's Press
1224 West Van Buren Street
Chicago, Illinois 60607

Silent Dancer, by Bruce Hlibok, 1981.

(Story of a deaf girl in a special class at the Joffrey School of Ballet, written by her brother.)

Simon & Schuster
Simon & Schuster Bldg.
1230 Avenue of the Americas
New York, New York 10020

What If You Couldn't...? A Book About Special Needs, by Janet Kamien, 1979.

(Good for older children. Asks readers to imagine what life would be like if they had a disability.)

Scribner Book Company
597 Fifth Avenue
New York, New York 10017

Lisa and Her Soundless World, by Edna S. Levine, 1974.

(Designed to build understanding attitudes toward deaf children. Tells the story of a young deaf girl from the time before her hearing loss was diagnosed through her successful adjustment to the world.)

Human Sciences Press
72 Fifth Avenue
New York, New York 10011

A Button in Her Ear, by A.B. Litchfield, 1976.

(Tells a story of the misunderstandings that occur before a child's hearing loss is diagnosed and a hearing aid prescribed.)

Albert Whitman & Company
5747 W. Howard Street
Niles, Illinois 60648

Claire and Emma, by Diana Peter, 1977.

(A mother's photographic account of her life with her two preschool deaf daughters.)

Harper & Row, Publishers, Inc.
10 East 53rd Street
New York, New York 10022

In England:

Adam and Charles Black, Publishers
35 Bedford Row
London WC1R 4JH, England

I Have a Sister-My Sister is Deaf, by Jeanne Whitehouse Peterson, 1977.

(A young girl describes how her deaf sister experiences everyday things. Sensitively written and charmingly illustrated.)

Harper & Row, Publishers, Inc.

or

Order from

Children's Book and Music Center
2500 Santa Monica Boulevard
Santa Monica, California 90404

Tim and His Hearing Aid, by Eleanor Ronnei and Joan Porter, 1965.

(Story about a young boy who is learning to use a hearing aid.)

Alexander Graham Bell Association
for the Deaf

Anna's Silent World, by Bernard Wolf, 1977.

(A photographic account of the hard work, activity, and pleasures in a young deaf child's world. Describes some aspects of special education and equipment used to help deaf children. Also available in Spanish.)

J.B. Lippincott Company
E. Washington Square
Philadelphia, Pennsylvania 19105

or

Order from:

Children's Book and Music Center
2500 Santa Monica Boulevard
Santa Monica, California 90404

Ask publishers for information on prices before ordering publications. These books are not required reading. Many may be found in your local library.

JOHN TRACY CLINIC CORRESPONDENCE COURSE FOR PARENTS OF YOUNG DEAF CHILDREN

PART B-PRESCHOOLERS

Lesson B-III

Dear Parents,

In the first two lessons, we discussed communication and language. We urged you to talk to your child in connection with all your daily activities. This lesson's "Communication" section concerns your child's development of listening skills. **All** hearing-impaired children can learn to listen – what they hear will depend on the amount of residual hearing they have. But even the tiniest bit of hearing, with appropriate amplification, can be trained and used to advantage. The earlier you begin helping your child learn to listen, the greater advantage. In Lesson Three we offer suggestions to help you teach your child how to pay attention to and recognize sounds.

In our earlier lessons, we stressed **really** getting to know your child, trying to see the world from his perspective, and the importance of establishing and maintaining a strong, loving relationship. In Lesson Three, we will discuss structuring your child's environment and encouraging his good behavior. We will give you suggestions on setting limits on your child's behavior, and following through with enforcing those limits. Reasonable and fair limits should be set by parents, and consistently enforced. Children need firm and loving guidance; an unruly, undisciplined child is neither a joy to himself nor to others. They need parents to set and enforce limits for them until they are able to do this for themselves. Self-discipline is the goal of all discipline.

John Tracy Clinic

JOHN TRACY CLINIC

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Communication

THE IMPORTANCE OF DEVELOPING LISTENING SKILLS

Hearing-impaired children differ with respect to hearing levels, but they all can learn to listen. If you begin now, you can help your child learn to use even the smallest amount of hearing to advantage. The earlier you begin, the greater the benefit to your child. Your ultimate goal should be the maximum use of hearing in the learning – and the use – of language. Along the way to this goal, your child can also develop an awareness of sound which will put him in better touch with his environment.

Hearing Level and Listening Ability

The amount of residual hearing your child has, and his ability to learn to use it, determines how he will develop listening skills. A child who has a profound hearing loss can learn, with appropriate hearing aids, to recognize when someone is speaking to him, as well as recognizing many loud environmental sounds. Also important in building his understanding of language is his ability to hear vowels, distinguish between loud and soft sounds and long and short syllables.

A child who has a severe hearing loss can learn to discriminate many environmental sounds and use his listening skills to good advantage in communication. In addition to hearing most vowel sounds, he can hear many consonants. He can learn to hear the

rhythm of spoken language, which carries much of the meaning of what we say. With training, these intonation patterns will be reflected in the child's own speech, making it sound more natural.

On the other hand, the hard-of-hearing child, who may appear quite deaf initially, is likely to learn to listen more rapidly than his more severely hearing-impaired peers. He will need considerable assistance to help him make the best use of his residual hearing as he learns to listen. With proper amplification, this child is able to hear a good deal within the speech range and this will be reflected in his own speech.



A Hearing Aid – The First Step

The first big step in helping your child learn to listen is to help him adjust to wearing his hearing aid longer and longer each day. Your goal is to build listening time until he is wearing his aid the full day. He will have to learn to pay attention to sounds and eventually to attach meaning to those sounds. And all this takes time.

Initially you may not even notice much difference in your child with or without his hearing aid. You may question its benefit. You must believe that it will help him. Remember, each time you draw his attention to sound, you are helping your child learn to listen. Don't become discouraged if there is no immediate response to sound. Keep at it, be patient, and in time you will begin to see progress.

LISTENING SKILLS AND THE IMPORTANCE OF HEARING AIDS

The Earlier the Better

The earlier you begin to help your child learn to listen, the better listening skills he will eventually develop. You are fortunate that you have discovered his hearing loss early.

Nothing will be of greater value to your child in his development of good listening skills than early and consistent use of a hearing aid. Modern hearing aids are small, easy to wear, and efficient. But the most magnificent hearing aid will do nothing for your child if it is sitting in a drawer, on a shelf, or in a box. If a hearing aid is to be effective, it must be worn. Your child will benefit from his hearing aid in proportion to the amount of time he wears it.



When You First Get the Hearing Aid

Perhaps the audiologist who recommended the aid gave you suggestions for its initial use. Do follow those suggestions. If, however, you have not received this kind of information, here is one way to begin. Put the aid on your child three times a day for 15 minutes each time. Remove the aid at the end of the 15 minutes unless your child seems content to keep wearing it. Each day, increase the time by five minutes. Within three weeks your child will be wearing his aid all during his waking hours.

You may also want to read pages 3 and 4 of our special paper, "Introducing and Maintaining Your Child's Hearing Aid," sent to you with Lesson 2.



When your child begins to wear his hearing aid, you may notice some immediate changes. He may become quiet as he appears to listen when you talk. On the other hand, he may increase his babbling as he enjoys listening to himself.

What Goes in the Hearing Aid

We cannot overstress the importance of your child's wearing his hearing aid all day or the benefit he will derive from it. He needs time to process and attach meaning to all of the information he is receiving. Say positive, interesting and meaningful things to your child. Talk to him in warm, loving tones, in a voice rich in intonation. Talk about his interests; talk close to him; talk with a pleasant face. How you talk and what you say will, to a large extent, determine how motivated your child will be to listen.



When you put your child's aid on, talk to him. Say "HI!" or "HELLO." Tell him he is big and wonderful – tell him that you are going out, that it is time for breakfast, or that you are going to make the bed. Take him to the window and show him that it snowed last night, or that it is raining. Or just note what he is doing at the moment and talk to him about it. Talk about what **he wants** to hear and he will **want to learn** to listen.



Daily Monitoring of the Hearing Aid

Listen daily to your child's aid so that you will know how it sounds when it is working correctly. This will help you notice changes or distortions when they occur.

Listening is a Full-Time Job

For sounds to take on meaning, your child will have to hear them frequently. This is one reason why he needs to wear his hearing aid constantly. He needs to practice listening, and the more he practices the more skillful he will become. Learning to listen is a full-time job. Help your child by:

1. Having him wear his hearing aid.
2. Talking in a way that will make him want to listen.

3. Monitoring his hearing aid to insure that it is in good working order.

Closer is Louder

Distance is very important to sound. Without increasing the volume, a voice will sound hundreds or thousands of times louder if it is used a few inches from the ear than when it is a few feet away. You might want to try this yourself. Ask someone to speak to you in an ordinary tone of voice from across the room, then ask him to repeat the same phrase in the same tone a few inches from your ear. You will note a tremendous increase in loudness. If your child does not yet have a hearing aid, you can effectively amplify your voice by speaking close to his ear. Do not raise your voice and do not talk directly into the ear. Simply speak in a normal conversational tone, several inches from his ear.



Voice Awareness

Of all the sounds your child will listen to, none is more important than the sound of the human voice. The better he is able to hear the voices of those around him **and** his own voice, the better his language and speech will be.

Always try to use voice to gain your child's attention. If he does not respond when you call him, move closer and try again. If he still fails to respond, let him see you and call his name again. At first he may just be responding to what he sees, but if you continue to use his name, he will gradually learn to link that sound to your presence and desire for his attention.

Listening to Voice – His Own and Others

You may notice that your child vocalizes more when he is wearing his aid. Perhaps he is hearing his own voice for the first time. Children, hearing and hearing-impaired, enjoy playing with the sounds they make. This playing with sound, or vocal play, is not only enjoyable for your child but necessary as he exercises the muscles he will later use in speech. When your child makes sounds, show him how pleased you are. Imitate his vocalizations as closely as possible, repeating back to him the sounds he makes. This encourages your child to continue his babbling and vocal play. It can be fun for you both and it paves the way for the future when you will want him to imitate the sounds you make.

ENVIRONMENTAL SOUNDS

Often, hearing-impaired children will respond to environmental sounds, particularly loud or low ones, before they learn to respond to voice.



BUILDING YOUR CHILD'S LISTENING SKILLS

A Good Listening Environment

When you provide a good listening environment, you are helping your child. At first, try to provide some quiet time every day when you talk with your child. Since your child's hearing aid makes all sounds louder, background noise will be distracting. If the TV is playing or the dishwasher or washing machine is running, it will be much more difficult for your child to hear your voice. Once skilled in listening, your child will learn to pay attention to conversation, even with competing background sounds. This, too, requires time and practice.

The Importance of Environmental Sounds

Our hearing alerts us to occurrences and dangers. Think for a moment about how much “baby-sitting” you do with your ears. Of course, you **watch** your children, but when they are in the next room, down the hall, or upstairs, you listen. A crash alerts you that something or someone has fallen. Even a lack of sound may prompt you to check on your child.

Listen to Sounds in Your Environment

There are sounds all around you. You may be instantly aware of some: the sound of a clock chiming or the baby crying. Many others you don't usually notice – cars going by, a radio or TV in the background, even the neighborhood children playing outside. These are the sounds of daily living. Even though you may not often be listening to them, you **do** hear them, and hearing them keeps you in touch with your world.

Before you can help your child become aware of sounds, you need to be aware of them yourself. Take a moment to carefully LISTEN. What sounds do you hear? The variety of sounds made by family members? The washing machine running? Cars passing in the street? The tick of the clock? The buzz of a fly? The wind whistling through the trees? Helping your child learn to recognize some of these sounds will be part of your goals in helping him to listen.

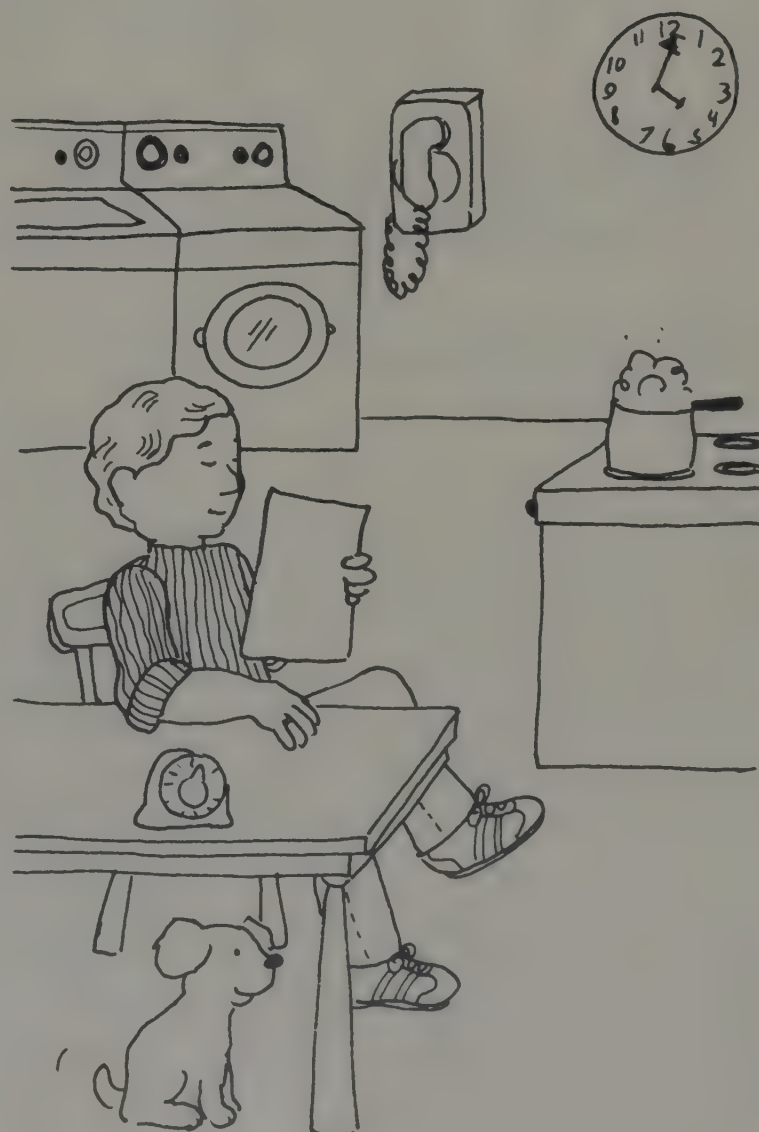
Bringing Meaning to Everyday Sounds

You can help your child learn to listen by drawing his attention to sounds around you. Remember, hearing certain sounds will be

very difficult for him. At first, even the sounds he may notice on his own will be obvious and very loud, or he may notice them only as vibrations. With practice, he will not only notice a variety of sounds but recognize them and attach meaning to them.

Even if you suspect your child cannot hear a sound, call it to his attention. Clearly indicate the source of the sound and talk to him about it. Tell him you hear it. This practice gives him information and builds his understanding of his world.

A few of the sounds that your child can learn to feel as well as hear are a vacuum cleaner, refrigerator, television, radio, piano, drum, telephone or a knock on the door. The following list has some other common sounds. You can probably add still others to your list.





Some Common Sounds

CAUTION: Any electrical appliance should be used by a child only when supervised.

Indoor sounds

vacuum cleaner
washing machine
dryer
disposal
pencil sharpener
doors closing, banging,
slamming
doorbell
telephone
knock at the door
pots and pans
timer

alarm clock
clock's chimes or cuckoo
object being dropped
something shattering
furnace
stove fan running
chair moved away from table
fire going in fireplace
TV
phonograph
tape recorder
radio electric razor
eggbeater (hand)
electric mixer
hair dryer
smoke alarm

Some softer sounds

clock's tick-tock
dishes being put away
paper being crumbled up
refrigerator running
water running
coffee percolating
liquids being poured
toast being scraped
click of light switch
match being struck
hum of fluorescent light
radio in another room
pages being turned
clothes being brushed
coins or keys clinking in
pocket or purse
noise of traffic heard
through closed window
wind softly wailing at window
sewing machine
pot bubbling on stove
gas jet being turned on
liquid shaken in container
drawer being closed
fly buzzing

Indoor activities

Making salad: cutting, tearing ingredients; spoon hitting bowl when tossing

Washing dishes: water running; disposal; dropping utensils into sink or dishpan

Making popcorn: shaking popcorn in box; shaking popcorn while cooking; popping

Setting the table: placing eating utensils; pouring water or milk

Making cookies: cracking eggs, beating mixture, scraping bowl

Making instant pudding: opening outer and inner packages, beating mixture, scraping bowl

Making toast and jelly: toaster; cutting toast

Sweeping the floor: swish of broom; dropping broom

Wrapping a package: paper crinkling; scissors cutting

Putting away tools: hammer, saw, drill file

Putting away toys



Human noises

laughing

sneezing

coughing

clearing throat

blowing nose

yawning

crying

snoring

clapping

whistling

humming

hiccapping

people talking in another room

chewing, especially celery,

peanuts, or potato chips

brushing teeth

washing hands

taking a shower

burping

zipping up a jacket

sipping through a straw

kissing

playing jacks

playing Ping-Pong

squeak of the floor under

someone's footsteps

jumping

running



Musical instruments (In addition to those listed, you can make your own, putting blocks in a plastic bottle or beating a wooden spoon against a pan.)

drum
bells
horn
toy piano
tambourine
xylophone
stringed instruments
musical mobiles

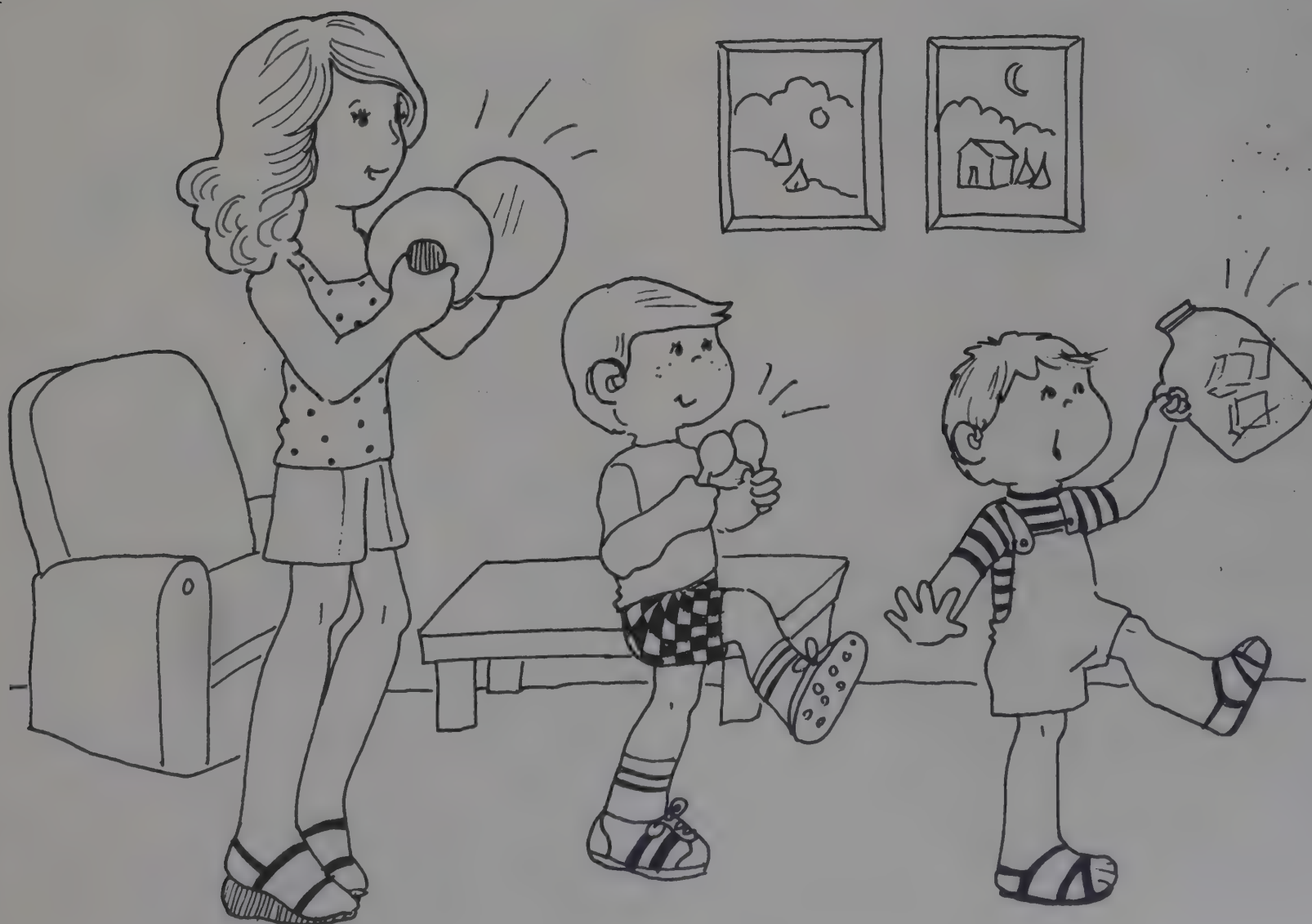
Noisemaking toys

blocks
chalk on chalkboard
whistles

rattles
carpenter's bench
squeaky toys
clicking toys

Outdoor noises

thunder
fire engine
foghorn
airplane
truck
train's rumble
train's whistle
bus stopping
car horn
car coming into driveway





walking through dry leaves
 leaves being raked
 branch rubbing house in breeze
 rainstorm
 hail
 wind howling
 baseball bat, tennis racket
 hitting ball
 motorboat
 surf
 bonfire
 wind chimes, ceramic, metal,
 or plastic

Quiet outside noises

footsteps on sidewalk
 distant traffic
 approaching car or bus
 car horn on next street
 key turning in lock
 door being opened
 wind in trees

rain
 constant rumble of city
 distant train
 dog barking down the street
 children's voices in a backyard
 birds singing
 mower running on next road
 or street
 laundry flapping on line
 lawn sprinkler going

Working noises

drilling
 sanding
 chopping wood
 breaking wood
 hammering
 sawing
 shoveling
 mowing lawn
 trimming hedges or borders
 walking on the roof

AUDITORY TRAINING

Auditory training is teaching your child to become aware of sounds, to recognize sounds and to attach meaning to them. The meaning that sound carries will determine how your child will react to the sound. He may respond to a knock on the door with excitement because he anticipates someone or something he likes. On the other hand, he may pause for a moment as he hears the sound of a passing truck, but then continue with his play. Auditory training does not improve your child's hearing, but it can improve his ability to use his hearing.

Your child's ability to learn and use language will be tremendously enhanced by his ability to listen. Helping him to do this will take time and patience. The less hearing your child has, the longer it will take. Remember, this is a hard job for him. Please don't become discouraged if there is no immediate response. Your child's interest in learning more about everyday sounds or auditory training games is important progress. Experience shows that

consistent, long-term auditory training brings rewards for you and your child.

Your Enthusiasm is Important

Consistent help in listening should begin as soon as you learn of your child's hearing impairment, and it should continue for many years. If you held your child close as an infant, talking and singing to him, this was auditory training. You were close to him, perhaps he heard your voice – certainly he felt its vibrations as you held him. He began to connect your voice with good things – being held, fed, loved. Now, every time you talk to him, call his name to get his attention, or direct his attention to sounds in the environment, you **are** providing auditory training.

At first, a very deaf child will have little motivation to listen. Therefore, you must make listening as enjoyable as possible. Your belief in the ultimate value of learning to listen and your enthusiasm as you provide opportunities for listening will supply his motivation for now.

Auditory Training Goes on All the Time

Auditory training should be a part of all your child's daily activities – just as language learning is. Auditory training occurs any time and any place. All through the day, regardless of what you and your child are doing, there will be many opportunities to provide listening experience. You don't have to wait for a formal, scheduled lesson time. Seize any and all opportunities.





Along with the auditory training games included in our lessons to help you, there are many spontaneous situations which you can use in teaching your child. For example, a plane going overhead or a train rumbling by can be brought to your child's attention. A pot lid falling to the floor or a neighbor calling across the yard are other unexpected sounds you can help your child learn to recognize. Call your child's attention to sounds and, when possible, show him what or who makes the sound. If you can, repeat the sound. Be aware that even after pointing out the same sound to your child several times, he may not yet pay attention to it or recognize it without your help. Each time you point out a sound, you are helping him use his hearing.

Building Awareness of Sound

In addition to casual, unplanned listening that should be part of all your child's daily activities, devote some time to helping him listen for specific sounds. What we might call planned auditory training should begin with the smallest step, the easiest approach. Listening intensely is tiring. Therefore, any attempts at specific auditory training games should be short, lasting only a few minutes. Your positive approach will make any auditory training exercise an enjoyable experience for your child.

You can begin this "special listening" by calling his attention to the presence or absence of sound. First, you can help him listen to the beat of a drum. This is a sound that practically every deaf youngster can hear or at least feel. Striking the drum produces strong, low vibrations, and the child can easily learn to perform some action (as described in the "Listening" game in this lesson) in response to what he watches, listens to and feels. Once he has the idea, choose another noisemaker, such as a whistle, a bell or a xylophone.

Building Awareness of Voice

The most important goal of auditory training is to help your child learn to discriminate voice sounds. This means helping him understand what others say, and of equal importance, helping him use his auditory skills in developing his own speech and language. Both are difficult tasks for a young child with a hearing impairment—they take a great deal of practice.

Your child's ability to comprehend what is said through listening does not mean he needs to discriminate every single speech sound in a given message. He only needs to get sufficient cues to understand the content of the message. Through your child's own interests—through his desire to understand what is said—he will come to recognize the sounds and combinations of sounds that are important. As we have suggested, talk about the things that are of interest to your child—the people and things that are a part of his immediate world. Your child is the center of his world, and his world will offer the greatest motivation for building communication skills.

As we said, a child with a severe-to-profound hearing loss, can learn to recognize differences between speech sounds. He may learn to hear many, if not all vowels, and some consonants. With more residual hearing, there will be greater opportunity for hearing sounds. Other human sounds you can draw your child's attention to are laughing, sneezing and coughing.

Your child can learn to hear the rhythm and intonation patterns that are so important for understanding what is said.

Much of the meaning of language is carried through rhythm and intonation. This includes characteristics such as pitch (how high or low



a sound is) and duration (the length of the sound). These features of speech can be recognized by almost all hearing-impaired children, and the duration of a sound by even the most profoundly hearing-impaired child. Listening to and hearing the intonation patterns will not only aid the child in understanding others but will be reflected in his own speech.

Listening to His Own Voice

Auditory training also helps your child learn to listen to the sounds and words he says. Call your child's attention to the sound of his voice, repeating the sounds your child makes. In a playful manner, add to those sounds or change the rhythm of these sounds. If your child says, "BA-BA," for example, repeat "BA-BA." Then you may say, "BA-BA-BA" or "BA-BA-BA-BA." If he uses other vowel

and consonant sounds, you can alternate by saying, "BA-BOO-BA," "BA-BA-BA," or "BOO-BOO-BOO." Feel free to use many sounds as you enjoy vocal play with your child. This will encourage your child to continue babbling and enjoying his own sounds. As we described in Lesson Two, use of touch is another way to help your child become aware of his own voice as well as yours.

Once your child realizes he is vocalizing, you can begin to help him learn the difference between a loud or a soft voice. Use appropriate language such as, "THAT'S LOUD!" or "Shhh." Then demonstrate by saying something in a loud voice, and in a soft voice. Of course, your child will not be able to immediately respond with a loud or soft voice on cue, but most important, you are exposing him to different voice levels. Look for opportunities to whisper in appropriate situations. There are times when we all need to use a "quiet voice," such as in a library, in church or in a public setting. On the other hand, outdoor play lends itself to calling in a loud voice.

Nursery Rhymes and Finger Games

Nursery rhymes and finger games provide good listening experience.

All children enjoy nursery rhymes and delight in being close to mother or father as they read, recite, or sing nursery rhymes or songs. Do not be concerned that your child does not understand the words of the nursery rhyme—children love them not for the words (which most children do not understand) but for their strong rhythmic patterns. Note the following:

Jack be nimble,
Jack be quick,
Jack jump over
The candle stick.

and

Old Mother Hubbard,
Went to the cupboard
To get the poor dog a bone,
But when she got there,
The cupboard was bare,
And so the poor dog had none.

Some simple finger games include:

Open, shut them
Open, shut them
Give a little clap.
Open, shut them
Open, shut them
Put them in your lap.





and

Clap, clap, clap your hands
As slowly as you can.
Clap, clap, clap your hands
As quickly as you can.

Other verses: Shake, shake, shake (etc.).
Roll, rub, wiggle your fingers, pound your fists.

and

The eentsy, weentsy spider
went up the water spout.
Down came the rain, and
washed the spider out.
Out came the sun, and
dried up all the rain.
And the eentsy, weentsy spider,
went up the spout again.

and

If you're happy and you know it
Clap your hands.
If you're happy and you know it
Clap your hands.
If you're happy and you know it
Then your face will surely show it.
If you're happy and you know it
Clap your hands.

Other verses: tap head, wiggle fingers, turn around. Also, for different emotions: sad – cry a tear; angry – stomp foot; surprise – raise eyebrows.

When you read or sing to your child, make it a pleasant time for both of you. Encourage him to listen. Be patient. Be enthusiastic.



Stages of Listening and Reacting to Sound

Your child will learn to listen to and react to sound step by step. At the beginning, a major step in listening development will be for your child to accept wearing his hearing aid. He will begin with short periods of time, and gradually reach the stage where he is wearing his hearing aid continuously during the day-time. His awareness of sound is building. When spoken to or sung to, he may respond with a smile or become quiet. He will begin to show his awareness of sounds, and enjoy toys which make noise. And as he plays, he is likely to enjoy producing sounds himself, banging pots and pans together or hitting blocks against each other.

As listening skills grow, he may attempt to locate the source of the sound he hears. He may begin to vocalize when spoken to, and to turn when called from less than three feet

away. He will begin to recognize and respond to familiar sounds which have meaning for him. And he may respond to a "NO!" by stopping an activity.

With more and more listening practice, his attention span will grow, so that he pays attention for several moments when you are speaking to him. He may look from one speaker to another when more than one person is present. He may turn when called from more than three feet away.

He will become more aware of listening, and with time he will let you know if his hearing aid is not working properly. As his understanding builds, along with his listening ability, he will recognize the intonation patterns of questions. He may begin to understand and follow simple directions, such as "COME HERE," "GET YOUR COAT," and "OPEN THE DOOR." He will learn to discriminate between words he knows which sound very different, such as "SHOE" and "BALL." And



he will learn to expand that ability so he can tell the difference between phrases and sentences which have key words he knows: "GET YOUR SHOE," or "THROW THE BALL."

As he advances in his understanding of language, and with consistent auditory training, he will learn to discriminate between words where the first and last consonants are the same, but the vowel is different, such as "CUP" and "CAP." Or he will be able to tell the difference between words in which the vowel is the same but the beginning consonant is different, as in "HOUSE" and "MOUSE," or "FISH" and "DISH." He will also learn to discriminate between similar phrases or sentences, such as "A LITTLE RED CAR" and "A BIG BLUE TRUCK," and understand the small but important differences in words within a sentence, such as "IN" and "ON," or "THE" and "A." And eventually he will under-

stand and be able to repeat whole sentences of three to five words.

Learning to Listen Takes Time

Learning to listen, discriminate between sound, words and phrases, and attach meaning to what is said, takes time. These are the steps toward building receptive language – **understanding** what is said. Encouraging your child in the use of his own voice for communicating will take much patience and practice for you and your child. Keep in mind that your child will progress through the stages of listening at his own pace. Every moment you take in building your child's listening skills helps him make the best use of his residual hearing.

ON THIS PAGE MAKE NOTES ABOUT YOUR CHILD'S RESPONSE TO SOUNDS

	What sound did he notice? (speech or environmental)	What did he do? (looked up when called, stopped activity, turned toward the sound source, searched for the sound source, vocalized, etc.)	How did you respond? (provided information, showed the source of the sound, etc.)
DAY 1			
DAY 2			
DAY 3			
DAY 4			
DAY 5			

PARENTS, TAKE TURNS OBSERVING, YOUR CHILD'S RESPONSES TO SOUNDS.

You and Your Child

PROVIDING STRUCTURE AND DISCIPLINE

Your Child's Need to Explore

Your child's preschool years are a time of constant discovery and learning. He needs the freedom to explore his environment and to test his ever-increasing skills and independence. This testing is how he learns about himself and the world. At the same time, he is interacting with people, and learning about relationships. There is a lot for him to learn, and it is all new to him. He needs your love and understanding. Think about how much there is for him to know, and how hard it is to be in a totally new environment; how much there is to adjust to and to cope with. If you structure your child's environment, you are setting limits to help guide him along safe channels of exploration. You are allowing him the freedom he needs for learning, and making learning an easier task. Many of the conflicts between parent and child, which we consider to be behavior problems, may be reduced – sometimes even eliminated – by careful attention to your child's environment.

Start with Respect and a Loving Relationship

Like anything that grows, children grow from the roots up. The roots must be firmly planted in good soil: a warm and loving relationship based on mutual respect. Your child is more likely to accept the limits you set for him if you recognize him as a person, with his own



needs and rights. He will still test the limits on occasion, because this is how he learns, but if you treat him with fairness, he will probably respond, in time, with respect for your authority.

Freedom within Limits

It is easier to set reasonable limits if you remember your child's need for freedom to explore, to learn, and to discover. Be careful not to expect the unreasonable, nor to establish rules solely for your convenience. Naturally, adults need to be considered. But the rights of children to play freely without too much adult interference and to learn by doing things themselves, must be recognized. Expect children to have their own way of looking at things and to have their own feelings. Then make an effort to help them find satisfactory and acceptable ways of expressing them.

When you decide on rules or limits, believe in them. Have a good reason for establishing a rule. Its purpose should be to help a child learn what he can or cannot do. Do not set limits for their own sake. There will be enough times when you must say, "NO," "DON'T," "NOT NOW," or "NOT HERE," because something is not safe, inappropriate, or because it infringes on the rights of others. When you have faith in the necessity and fairness of a rule or limit and in your ability to set it and see it through, you will be able to say "NO" with confidence. Then you will be comfortable about helping your child accept it.

"Child-Proofing" Your House

How can you comfortably allow your child the freedom and flexibility to play without too many restrictions? Try to make your house as "child-proof" as possible. While your child is still a toddler, remove breakables or fragile items. Closing doors to certain rooms that are "off-limits," such as siblings' rooms, your own room and bathrooms may help avoid unhappy moments. Some parents have found that expandable gates can help close off areas. What you need is to have an environment in which your child can actively do many things – interacting with and exploring his surroundings – without worrying constantly. This is important, not only for safety reasons, but also to reduce the number of times you must say "NO." Your child wants to explore his environment **and** he wants to please you. If your house is set up to allow him to explore, he can more easily do both.

Indoor Play Areas

You may want to set aside certain areas which are especially designed for your child's play. If he wants to paint, for example, you could set up an area where he can paint freely, and

where it won't matter if some of the paint or water spills. A child can learn, even at the age of two or three, that he can play with water or paint in one part of the house, but never in another. Given the freedom to do what he wants in a particular area, he need not try constantly to do it elsewhere.



Boundaries for Outdoor Play

Children under the age of three need adult supervision when they play outdoors. By age three, **some** children are ready to play outdoors in a backyard with a minimum of supervision. You may not need to be outdoors with him, but should have him in sight from within the house and check frequently to see that he is all right. If, however, your child wishes to play in the front yard or on the sidewalk because other neighborhood children congregate there, you will have to be sure that he understands the boundaries. He must, of course, understand that he cannot run in the street.

Routines: Structuring the Day

It may make things easier for everyone in your family if you simplify the procedures and

routines which structure your child's day. Make mealtime, naptime, cleanup time, and bedtime into routines and keep them as consistent as possible. Consistency is the key to good behavior and discipline. It's important not to be rigid, however, in a routine. Flexibility is always necessary since there are often changes in our schedules. Set a few clear and definite rules, with as little need for additional instruction as possible. The fewer "DON'Ts" and "NO's," the better. If your child knows what to expect and what is expected of him, you won't have to tell him constantly what to do.



Make transitions smoothly by preparing your child for changes. Alert him shortly before one activity is to end and another begins. If it is lunchtime, for example, let your child know several minutes ahead of time that he will have to stop playing soon. You might show him a picture of people sitting at the dining

table to get across the idea that it will soon be time to eat. He will more readily accept stopping what he is doing if he has had some warning. Setting a cooking timer might help prepare him for the change.

Look at Your Schedule

Take a careful look at your day and see if there are specific times when your child's behavior is difficult to handle. Sometimes rearranging **your** schedule can eliminate these trouble spots. There may be times of the day when either you or your child are more likely to feel pressured and become irritable.

If both parents work, and especially if your child must be taken to a sitter, mornings can be hectic. Doing as much as possible the night before can help make the morning rush more tolerable. You can pack your child's things and even put them in the car, have clothes laid out and ready for the morning, and set the breakfast table the night before. Even getting up a few minutes earlier may help. Look at your day. Find the trouble spots. Try to reduce them.

Taking Your Child Shopping and on Errands

Part of your daily routine often will include taking your child with you on errands. If you are taking your child shopping, or with you on other errands, there are ways to reduce possible behavior problems, and to make the experience more enjoyable for both of you. Before you leave, take a minute to explain to your child – with words and perhaps with pictures – where you are going. This prepares your child and lets him know what to expect. Since you can't "child-proof" a store, and you know your child will naturally want to explore, use something to restrict your child's movement – a shopping cart or a stroller. If

UNDERSTANDING YOUR CHILD'S BEHAVIOR

Your Child's Behavior Has a Message

When your child acts up, you might ask yourself, "What is my child trying to tell me?" "What is it he needs?" It may help, when trying to understand your child's behavior, to look at the situation through his eyes. As we mentioned in Lesson One, your child uses nonverbal ways to make his needs and wishes known. Your child's behavior is a major way in which he communicates with you. His misbehavior is telling you something which he cannot express with words. If you take the time to listen to his "message," he may not need to keep repeating that same behavior.

From your child's point of view, he may just not feel he is receiving enough attention. You may feel you are giving him enough time. If he doesn't feel the same way, he may let you know through his behavior. When he misbehaves, it usually brings immediate attention from you. Your child may find he chooses to have this negative attention rather than "no" attention at all. A child's constant demands to be noticed tell you that he needs attention – the right **kind** of attention. The quantity of time you give a child is not as important as the **quality**.

Rewarding Good Behavior

When your child is behaving in an acceptable manner, give him some extra approval. This positive attention – no matter how brief – is more likely to bring more good behavior. Children want the love and approval of their parents, and will often repeat behavior that brings them praise.



• you must hold your child's hand, grip by placing your fingers around the child's wrist. This is more secure and more comfortable for you and your child.

• Let your child hold something in the store. It can be a purse, a picture of something on your shopping list (made from illustrations on packages, labels, or magazines). Or you can ask your child to help by carrying a purchase – be sure it is not heavy, bulky, or fragile.

• Keep the errand brief. Your child's attention span and patience are both short. He can't be expected to have the same tolerance for running errands that an adult has.

• If your child misbehaves, react as calmly as possible and without anger. Pick the child up and matter-of-factly remove him from the trouble area – or if necessary, from the store as quickly as you can complete your errand.



If your child has been arguing with a playmate, for example, and is now playing quietly, say, "I like the way you're playing." A reassuring pat on the back offers another reward. Or if your child has been fussing and pouting and is even momentarily smiling, say, "Oh, I like the way you're smiling! What a nice smile!" When your child shares a toy, praise him. A few pleasant, positive comments to your child throughout the day might help your child continue this good behavior. It will be a big boost to your child's self-esteem as well.

Temper Tantrums

All young children become angry and frustrated at one time or another. Like other little children, your hearing-impaired child's frustration or anger may lead to an outburst of temper – a temper tantrum.

If you understand that temper tantrums are common in young children, you may be less upset by his tantrums. And if you do not react too strongly, with anger or fear, the outbursts are apt to occur less often and not last as long. Sometimes a change in your response to tantrums will help your child learn to meet frustrations and express his feelings in more acceptable ways. Remain as calm as possible and let your child work through his emotions. After he has calmed down, a reassuring hug often helps.

Avoid Head-On Collisions

Sometimes you can avoid tantrums by understanding why they occur. Check the following list of possible causes of tantrums to see if any of them apply to your child.

1. He may be demanding attention. Tantrums may have become a habit and he may have learned that they succeed in getting him what he wants.
2. He may be reacting to too many rules and too much interference in his activities.
3. He may be resisting limits set by adults or resenting some form of punishment.
4. He may be overtired or hungry. Perhaps it has been an especially busy day.
5. He may be disappointed. Try to make things clear for him. Don't make promises which you may not be able to fulfill.
6. He may be teased into a tantrum by another child or even an adult.
7. He may not understand what is expected of him. For the hearing-impaired child, misunderstandings should decrease as you and he learn to communicate more easily and more effectively.
8. He may feel pushed beyond his limits. Adults may expect too much of him. Young children, for example, cannot sit still for long periods of time.
9. His natural frustration level may be low. Some children simply have a "low boiling point." Extra care must be taken not to push these children beyond their limits. But **do not** give such a child the feeling that you are "afraid" of his temper.
10. He may be imitating. Anger is contagious, and children imitate the behavior of those around them. Parents must set an example of self-control and use restraint in expressing their own anger.

Try to Stop a Tantrum Before it Starts

In spite of all your efforts to understand, your child is likely to have some flare-ups of temper. Things don't always go smoothly, and occasionally he is bound to show his temper. Accept **his right** to be angry, even if you don't like the way he shows it. It is not wrong to have such feelings. You want to teach him how to handle the feelings.

You may recognize the early signals that your child is beginning to get upset. Take a moment to think about ways you can avoid an explosion. You might remove your child from one situation – you might help your child in another situation. Sometimes your child will welcome your help in putting a toy together. Giving him part of his meal early may tide him over until dinner time. Look at the situation and see what you might do.



Dealing with a Tantrum

Once a tantrum is underway, it is often difficult to stop it. Try to be as calm as possible. When your child has a tantrum, remove him from the situation, if at all possible. This is not the time to reason with him, or to force him to look at you. On the other hand, don't completely ignore him – stay near your child to help him feel secure. He may be terrified by his own feelings and his inability to control them. Shaking him or spanking him will probably only increase his fear.



Let him cry it out – he needs to release all of that emotional turmoil in some way. Don't let him hurt himself, break things or hit you. You may need to hold him. As you remain calm, your child will calm down faster himself.

If the tantrum is in response to a limit you have set, let the tantrum blow over but remain firm on the limit you were enforcing. Don't allow the tantrum to sway your decision. If you do, your child may learn that tantrums are a way of controlling you, and you may have more and more of them to deal with. The less reaction you have, and the more calm you are, the better it will be for both you

and your child. You can reassure your child and comfort him after the tantrum is over.

SETTING LIMITS

We have discussed ways you can help your child by structuring his physical environment so he can explore and play more freely. And we have talked about the advantages of arranging your time and establishing routines. But even when you have carefully structured your child's environment, there will be times when you will have to say, "No!"

Follow Through in Your Own Way

We cannot tell you exactly how to go about helping your child accept limits that are necessary for his safety, his well-being, and the consideration of others. No one can tell you this: it depends on you and your child. Some children accept limits more readily than others.

When saying "No" and giving directions, keep them simple. Often you may think your child is ignoring you or defying you when in fact he does not understand what you want him to do. When you want something done, or not done, tell him; then show him what you mean. You can use pictures you have made or collected to clarify instructions. Be patient.

Once a Limit is Set See it Through

Think carefully before you say, "No." Say it if you must; then stick to it. When you set a limit – telling your child that he cannot have something, do something, or go beyond certain boundaries – you must believe in what you say and be willing to follow through. You must enforce the limits you set consistently. Of course the limits will change as your child grows.

When Your Child Tests the Limits

Your child may test limits to see if you mean what you say, or to more clearly understand what the limits are. This is why it is so important for you to be consistent and carry through with limits you set. As you do this in a firm, loving manner with consistency, your messages to your child will be clear.

Help Your Child Learn to Get Along

Certain misbehavior should not be excused or accepted because your child is deaf. As a member of the family, he needs help in learning to respect the rights of all other family members. The idea is – as is the intent of this entire Course – to help you meet your youngster's needs both as a deaf child and as a child. Because of his special needs, his communication needs, it is all the more important that he share the activities of other children – and that he learn to accept necessary limits on his behavior.

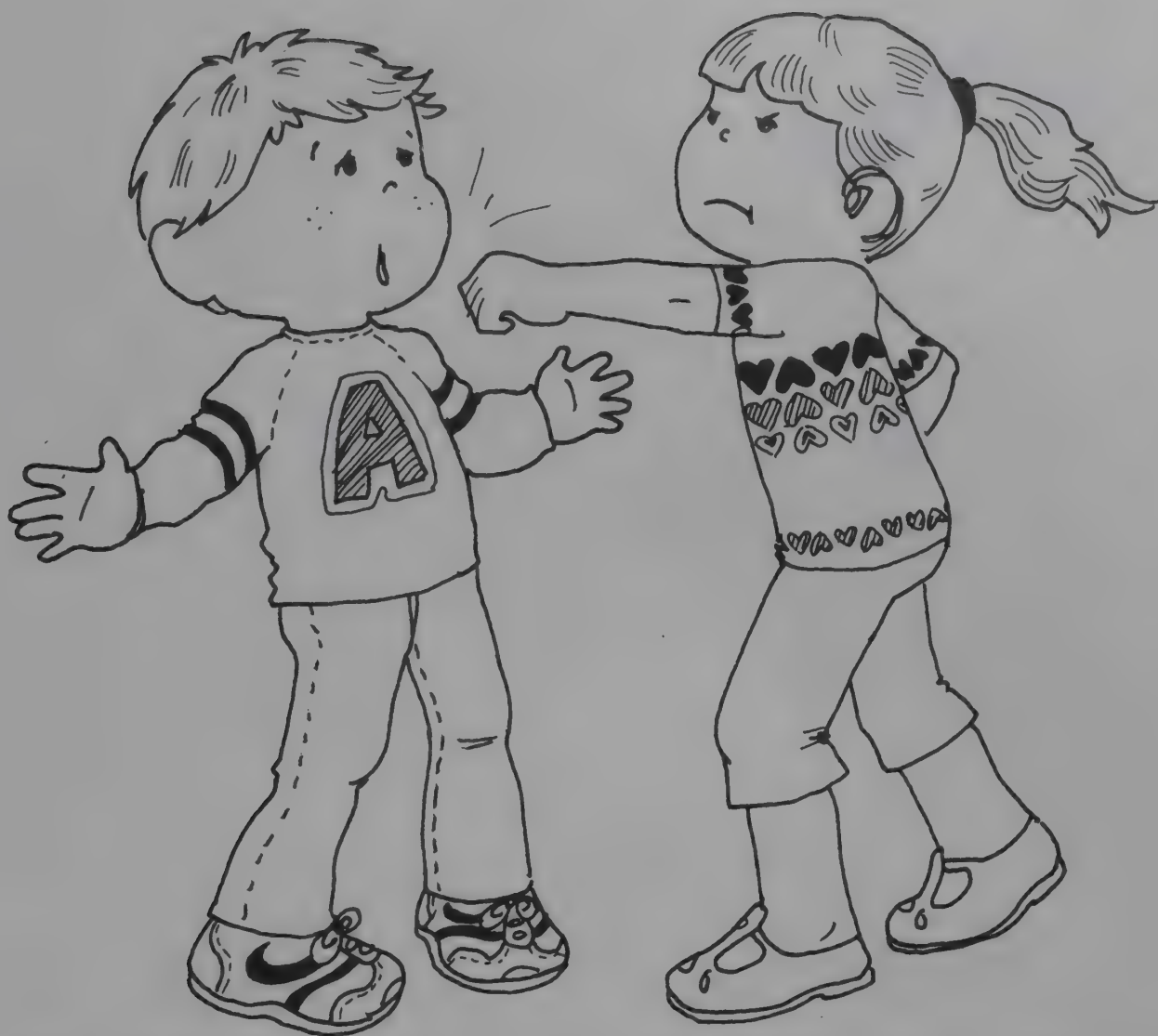
Make a "Limits Book"

As your child grows and begins to play with other children, it may help to have a visual and efficient means of explaining some basic social rules. We suggest making a "Limits Book" which will illustrate typical situations. On the following pages, you will see pictures suitable for use in making a "Limits Book." Use a scrapbook or notebook, and paste the pictures **one to a page**. Add to the book as your child grows and new social situations arise.

Do not write on the pages, just show the picture to your child and use language appropriate to his level – that way the "Limits Book" can grow with his language. Many opportunities for using social language that children need will come up naturally with the "Limits Book" – expressions such as: "I'm sorry." "Don't hit me." "Stop it!"

Consistent use of the "Limits Book" will cut down on problems because it will help your child understand what is expected of him. Keep it handy so that it is ready when the occasion arises.





CUT HERE





CUT HERE





CUT HERE



Limits During Lessons

We have encouraged you to teach your child casually all through the day, to play games that will help him learn, and we hope this has been enjoyable. We hope that you and your child are having fun learning together informally. There will be times, however, when you will want to have a structured learning situation or “lesson” time with your child. You may want to do this to reinforce something that your child is learning in school or in a tutoring situation, or you may simply want to take some time to focus on a particular activity with your child. Your child may rebel at these “lesson” times, and you will need to set limits – and follow through with them – to accomplish what you have set out to do.

Occasional resistance need not concern you greatly. But if you feel that your child resists structured lessons so much that it is getting in the way of his learning, take a few minutes to think about it. You might need to change the length of the lessons, add new activities, eliminate others, or vary your lesson material. Remember, to keep your child motivated and hold his interest, lessons must be at his ability level. If you notice restlessness, shorten the lesson. Perhaps the lessons have been too long; many young children have a short attention span. Try to end the lesson while your child is still interested – don’t push for that extra few minutes.

Let your child know that the lesson (or the particular part of it that he is resisting) will be over just as soon as he completes one, or at the most, two more things. If he realizes that the end is in sight, he will probably comply quickly. By indicating to your child that the lesson is to end, **you** retain control and he learns that the game is to be played by your rules. By shortening the lesson, you have adjusted those rules to fit his ability.



“Waiting Out” Your Child

Suppose that you have let your child know that you expect him to finish something, and he refuses. Although you know he can easily do that particular thing, suppose he won’t. Not can’t, but **won’t**! What do you do in such a situation? **Wait**. Wait him out. Don’t let him bluff, distract, or entice you into ending the lesson. Wait, and let him know you are waiting for him to complete the task. Waiting is not much fun. You can pass the time by leafing through a magazine or looking at a book (Keep one eye on him!). Your child has nothing to do except wait, and this is no fun for him. He must choose between doing nothing and finishing the lesson. Sooner or later, if you can outwait him, he is almost sure to finish the lesson.

Your child will have to stay at the place where the lesson is going on if this “waiting him out” is to be effective. If he is permitted to get up and run around, he will find other things to do. You may have to make sure he can’t get up and away from the little table or wherever the lesson is taking place. And you can’t permit other distractions: no conversation with other children or adults, no other activities or side-issues, no TV to distract his attention from the task at hand. His attention must stay on the thing you want him to do: complete the lesson.

Your Time May Run Short

There may be a dozen good reasons why you can’t always take time for your child to complete an activity. This does take time. You can’t let someone pound on the door, neglect another child, or allow dinner to burn while you are waiting. In such a case, when you need to end the lesson, let your child clearly understand that the next time he must finish this lesson before he can do something new. You can help your child understand by showing him the activity he is working on, and showing him that a favorite game or book will follow. Make the completion of the unfinished activity the main purpose of your next lesson. Then quickly offer him that special game or book.

When You Follow Through It Helps Your Child

If you have experienced a “limit-setting” time during a lesson, take some time to think it over. Was the task interesting? Was it too easy or too difficult? Or, was it too long? Was it a good time of day for both of you? Reviewing these questions may help you in planning future lessons.

Waiting your child out is always difficult. It is easier to give in. But every time you do follow

through, you are helping your child understand that **you** control the situation. He learns that his refusal or his behavior does not change what was expected of him. He learns that you mean what you say.

This would also be true in other situations where you must set limits such as jumping up from the table at mealtime, or throwing food on the floor.

DISCIPLINE – A MATTER OF LIMITS

Discipline Means to Learn

The original meaning of the word “discipline” has nothing to do with punishment, nor with forcing a child to conform. It came from the Latin word meaning “to learn.” We encourage you to return to this positive approach and not to focus on instant obedience or punishment when you think of “discipline.” Think of discipline as a means of guiding a child’s behavior into safe and healthy channels. You do this by setting consistent limits. Your job as parents is to help your child develop self-control and to learn what he must know if he is to live happily with others. The real purpose is to guide him along lines that will insure his safety and health and that will develop respect for the rights of others.

There are Better Kinds of Discipline than Spanking

In most cases spanking is not a very effective means of discipline. Remember discipline is something we teach a child, and teaching and loving go hand in hand. The goal of discipline is self-discipline. There are other ways – and more effective ones – than physical punishment to stop a child before he goes too far. You don’t need to enforce obedience through fear, threats, bribes, or physical punishment.



Set a Good Example

Your example is very important. Children learn by observation and imitation: if your child is to learn self-discipline and self-control, you must give him an example to follow. Angry parents are likely to have angry children; parents who hit are likely to have children who hit. You need to show him, through your actions, the kind of reasonable behavior you expect from him. He needs a model or pattern to follow. **You** are that model.

Children rely on you to stop them before they go too far; they get a sense of security from your ability to stop them when they need to be stopped. Sometimes the reverse of punishment is most effective. Approval and encouragement can be rewards for "good" behavior. Often this positive approach wins more of the kind of behavior you want.

Between You and Your Child

The relationship that you build between you and your child is the foundation of good discipline. It is how you feel about yourself and your child that tells you how to help him learn the things he must learn. It is knowing yourself and what you expect from your child that gives you the strength to say "No" or "Yes." It is recognizing his childlike nature, his curiosity, his need to test his new-found independence, and his desire to love and be loved that will put discipline in its proper place in the scheme of things. Sometimes an orderly daily routine – a kind of built-in discipline – will eliminate many head-on collisions. Flexibility and at least some "child-proof" areas will help. But underneath all discipline, no matter how it is carried out, must be a foundation of genuine love.

Games and Activities

AN EVERYDAY ACTIVITY

Description: SORTING LAUNDRY

Purpose of the Game:

To encourage you to talk to your child while involved in a household activity.

To provide an opportunity for your child to enjoy being your helper.

What You Need:

Laundry to be sorted and folded.

When to Play:

Whenever you sort, fold and put away laundry.

What to Do:

1. Sit facing your child, with the clothes to be sorted in front of you. Take a minute to think about the kinds of things you will be able to talk about with each article of clothing: names of the clothing, colors, sizes, textures, designs, and to whom each piece of clothing belongs.

2. Take one piece of clothing out of the basket or pile in front of you. Pause for a moment to get your child's attention. Say something about it. You might begin by saying:

"HERE'S A SHIRT."

"I HAVE A SHIRT."

"LET'S FOLD THE SHIRT."



3. Adjust the language to your child's level. If he is just learning his own name, use it:

"THIS IS TOMMY'S SHIRT."

"GIVE ME TOMMY'S SHIRT."

"FOLD TOMMY'S SHIRT."

4. If he is learning the names of colors, talk about the colors of the clothing:

"GIVE ME A BLUE SHIRT."

"HERE'S A BLUE SHIRT."

"THE BLUE SHIRT IS CLEAN."

5. If your child is learning to count, you can take the opportunity during laundry sorting to count things. You might say:

"WE HAVE TWO SOCKS."

"LET'S COUNT THEM: ONE, TWO."

"HOW MANY BUTTONS?"
"COUNT THE BUTTONS."
"ONE, TWO, THREE."

6. Continue talking naturally, saying something about each piece of clothing as you sort and fold it. Putting away the laundry after it is sorted and folded will help to reinforce the language you have used.

Variations:

1. Sorting laundry can be an opportunity for your child to match things. Pick up one sock in a pair and see if your child can find the other. Talk about the socks being the same.
2. Use names of articles of clothing while dressing and undressing your child or a doll; while looking at magazines, books, catalogs; or while shopping. If you are emphasizing the name of one particular article of clothing, look for opportunities to use it during the day:

"YOUR SHIRT IS DIRTY."

"LET'S FIND ANOTHER SHIRT."

"YOU TORE YOUR SHIRT."

"MOMMY WILL MEND YOUR SHIRT."

If Your Child is Ready:

Advanced Language and Skills

1. When your child is beginning to recognize and understand the names of some of the articles of clothing, you can give him a



chance to use this understanding. For example, if he understands the word "SHIRT," ask him to hand you one. You can say, "GIVE ME A SHIRT," and then pause, providing an opportunity for your child to demonstrate he knows what you want. If he hands you a shirt, reinforce his understanding of the language by saying, "YES, THAT'S A SHIRT." If he doesn't understand what you want, repeat the phrase or use a similar one such as "I NEED A SHIRT." Then help him find a shirt, and try again.

2. Once your child clearly understands the word "SHIRT," you can gradually introduce concepts such as: "T-SHIRT," "WORK SHIRT," "NEW SHIRT," "PLAY SHIRT," and "WARM SHIRT."

PLAYTIME

Description: PUZZLES

Purpose of the Game:

To provide an opportunity for your child to learn about sizes and shapes.

To encourage you to talk to your child during a playtime activity.

What You Need:

Single-piece puzzles. (Each puzzle piece should represent a single object.) Puzzles made of wood or another sturdy material are best.

When to Play:

Any time.

What to Do:

1. Sit facing your child. Take the pieces out of the puzzle and put them in front of you. Put the puzzle board in front of your child. Take one puzzle piece, pause, and when your child looks at you, say something such as:
"HERE'S THE APPLE."
"PUT THE APPLE IN."

Then give it to your child to place in the puzzle.

2. He may need some assistance in placing the piece into the correct place so it will fit. Help him, and talk to him. You might say:

"WHERE DOES THE APPLE GO?"
"DO YOU WANT SOME HELP?"
"I'LL HELP YOU."
"TURN IT."
"THE APPLE GOES HERE."
"PUSH."

Once he understands what he is to do, give him a chance to respond before you help him.

3. After the piece is in the puzzle, praise your child and reinforce the language you have used. You can say:

"GOOD FOR YOU!"
"YOU PUT THE APPLE IN."
"THERE'S THE APPLE."

4. The puzzle you are using will determine other kinds of things to do, for example:



Animal puzzles lend themselves to vocal play using animal sounds: roar for the lion, bow-wow for the dog, quack for the duck, meow for the cat. You may find your child trying to imitate your sounds, but do not force him to do so.

Transportation puzzles provide an opportunity for vocal play using sounds made by different vehicles. As you did in Lesson One's SPEECH game, you can use "CHOO-CHOO" for the train, "VROOM" for the car, etc.

Fruit puzzles make an ideal follow-up to making a fruit salad. Language such as: "UMMM, THE APPLE TASTES GOOD," or "YUM-YUM, THE BANANA IS GOOD," can be used.



Variations:

1. Vary the game by varying the puzzles. Whenever possible, choose puzzles containing things your child is familiar with and interested in. A puzzle with a lion, zebra, elephant, and tiger is a good follow-up to a trip to the zoo. If your child enjoys helping you set the table, use a puzzle duplicating a table setting with plate, cup, fork, knife, etc.
2. Using a knife to cut shapes from a square or rectangular piece of corrugated cardboard gives you a quick puzzle and matching puzzle pieces. Geometric shapes may be the easiest to make. Put a contrasting-colored piece of construction paper on the back of the puzzle board to make it easier for your child to see the puzzle insets.

You may want to glue or screw small drawer pulls (knobs) onto the tops of the puzzle pieces (you can do this on any puzzle) to make it easier for your child to grasp the pieces. There are many puzzles commercially available which have this feature.

3. Your child can enjoy matching shapes and sizes in other sorting toys, such as a sorting box, ball or rack. These toys have objects which fit through holes of a matching shape. There are a variety of them available.

If Your Child is Ready: Advanced Language and Skills

After your child has had many successful experiences using single-piece puzzles, you can try more advanced puzzles – puzzles which require two or more pieces to complete the picture or shape. Remember to talk naturally throughout the activity.

A THINKING ACTIVITY

Description: WHERE DO YOUR TOYS GO?

Purpose of the Game:

To introduce the concept of sorting objects (toys) into different classifications.

To develop your child's sense of responsibility.

What You Need:

Your child's toys.

Places to put the toys away.

When to Play:

When toys need to be put away.

What to Do:

1. Get ready by organizing places to put away your child's toys. You might use containers – boxes, large paper bags, plastic dishpans or crates – or even sections of shelves. Paste or tape pictures of the types of toys on each container or shelf where the toys will be placed.

Have separate places for balls, blocks, dolls, puzzles, toy animals and toy vehicles. You may start with only two containers for two types of toys. As your child catches on to the activity, add additional ones. This activity may provide opportunities for you to reinforce the words your child is specifically learning.

Use several pictures on one container or shelf to show that several types of things will go there. For example, a box which is



meant to store different toy vehicles or "things that go" – cars, trucks, airplanes – might have pictures of a car, an airplane and a truck on the outside.

2. Start by picking up a toy – a car, for example. Say something to identify what it is, such as "HERE'S A CAR." Point to the picture of the car on the container and say "THAT'S A CAR." Hold the toy car next to the picture of the car and say something such as, "IT'S THE SAME. PUT THE CAR IN." Help your child put the car into the correct container.
3. Take another car and give it to your child. Say something about what you want him to do such as "PUT AWAY THE CAR." or "WHERE DOES THE CAR GO?" Pause for a moment to see if he can put it away by himself, and then help him find the right container.

4. Pick up another toy, perhaps a book this time, and go through the same process of matching the object to the picture on the container, and then putting the toy away.
5. Continue talking about each toy every time you and your child do this activity. Your child may quickly catch on to the idea of putting toys in containers, matching the kind of object to the picture on it, but he still needs a lot of practice to learn the vocabulary that describes these objects.



Variations:

Your child can help you put clean silverware and dishes away. Silverware is especially good for young children – often it is kept in sorting-containers and the child can see the forks, knives (no sharp knives) and spoons each in their own little bin.

If Your Child is Ready: More Advanced Language and Skills

1. A more advanced child can learn about paired objects – things that commonly go together – by getting, using, or putting them away. Your child can learn “CUP AND SAUCER,” “KNIFE AND FORK,” and “SALT AND PEPPER,” while helping to set the table. During cleanup or bathtime, he can learn “SOAP AND WATER.” When you are mending, or playing with large sewing cards (if he is old enough), he can learn “NEEDLE AND THREAD.”
2. Your child can help you put away household items as you straighten or clean up the house: Daddy’s shoes go in Daddy’s room, glasses go in the kitchen, a blanket on the bed or couch.
3. Your child can help you put away groceries after a trip to the store: canned goods and boxes on the shelf; cold food in the refrigerator; laundry products in the laundry; soap and toothpaste in the bathroom.

LISTENING

Description: A CONDITIONED RESPONSE TO SOUND

Purpose of the Game:

To help your child learn to make a response to a sound as he listens and looks.

To help your child learn to respond to sound through listening alone.

To help prepare your child for a hearing evaluation, where he will be asked to make a response to sound.

What You Need:

A drum or a large pan.

A wooden spoon or stick.

Four or five blocks.
(or any small object)

A box.

A helper.

When to Play:

Any time.

What to Do:

1. Strike the drum (or pan) as your child watches. Have your helper drop a block in the box immediately after the sound is produced. Do this twice.





2. Then have the helper hold your child's hand and help HIM drop the block in the box, immediately after you strike the drum.
3. After several times, your child will learn to wait and listen – and then RESPOND himself. If he is very young, it may take a while for him to learn to respond. Be patient. Help him when he needs help and praise him when he succeeds.
4. As soon as your child consistently RESPONDS while listening and looking, try beating the drum where he cannot see it. (Don't move the drum a greater distance away from the child, just conceal it from his vision.) If he is unable to respond through listening alone, go back to listening and looking.

Variations:

1. Vary the stimulus. Use a loud bell, such as

a cowbell, which can be purchased reasonably from one of the large mail order department stores or from a farm supply store. Or use two sturdy pan covers with handles (for gripping) as cymbals. Banging them together should produce a loud "clang."

2. Vary the response. Use checkers, large buttons, or clothespins instead of blocks – a bowl or muffin tin for the box.
3. Language: Although listening to language is not the primary idea in this game, there will be opportunities for language input. Here are some examples:

"LISTEN!"

(You can point to your ear.)

"YOU HEARD THAT!"

"WAIT. IT'S MY TURN."

"IT'S YOUR TURN."

"PUT IT IN THE BOX."

"DROP ANOTHER BLOCK."

SPEECH

Description: BLOWING

Purpose of the Game:

To help your child develop breath control that will be helpful as he learns to speak.

What You Need:

A tissue.

When to Play:

Any time.

What to Do:

1. Sit facing your child.

2. Take the tissue by the center. Hold it in front of, but slightly below, your mouth so your child can still see your lips.
3. Pause a moment to get his attention. Blow the tissue gently. It will flutter as your breath hits it. Repeat this again. Make sure you have a natural breath stream. Don't move your body as you blow, or your child will be apt to imitate your body movement rather than the blowing action.
4. Then hold the tissue in the same position in front of your child's lips – a little below his lower lip. Encourage him to blow the tissue.
5. If he doesn't seem to understand what is required, blow on the back of his hand or on his index finger so that he feels your breath. Encourage him to imitate you.



6. Learning to blow takes practice. Be patient. Remember, this is a **game**.

Variations:

1. Use a feather, tissue paper or a handkerchief in place of the tissue. You can also use a ping pong ball.
2. Use a lighted candle. (Be careful! Watch this closely!)
3. Blow on a mirror – a patch of steam will appear.
4. After your child has gained some ability to

blow, let him try blowing bubbles. Later he can blow a horn or a harmonica, or blow up balloons.

5. If his birthday is coming soon, let him try his new skill on his birthday cake candles!

Language you might use with this activity:

“BLOW.”

“BLOW AGAIN.”

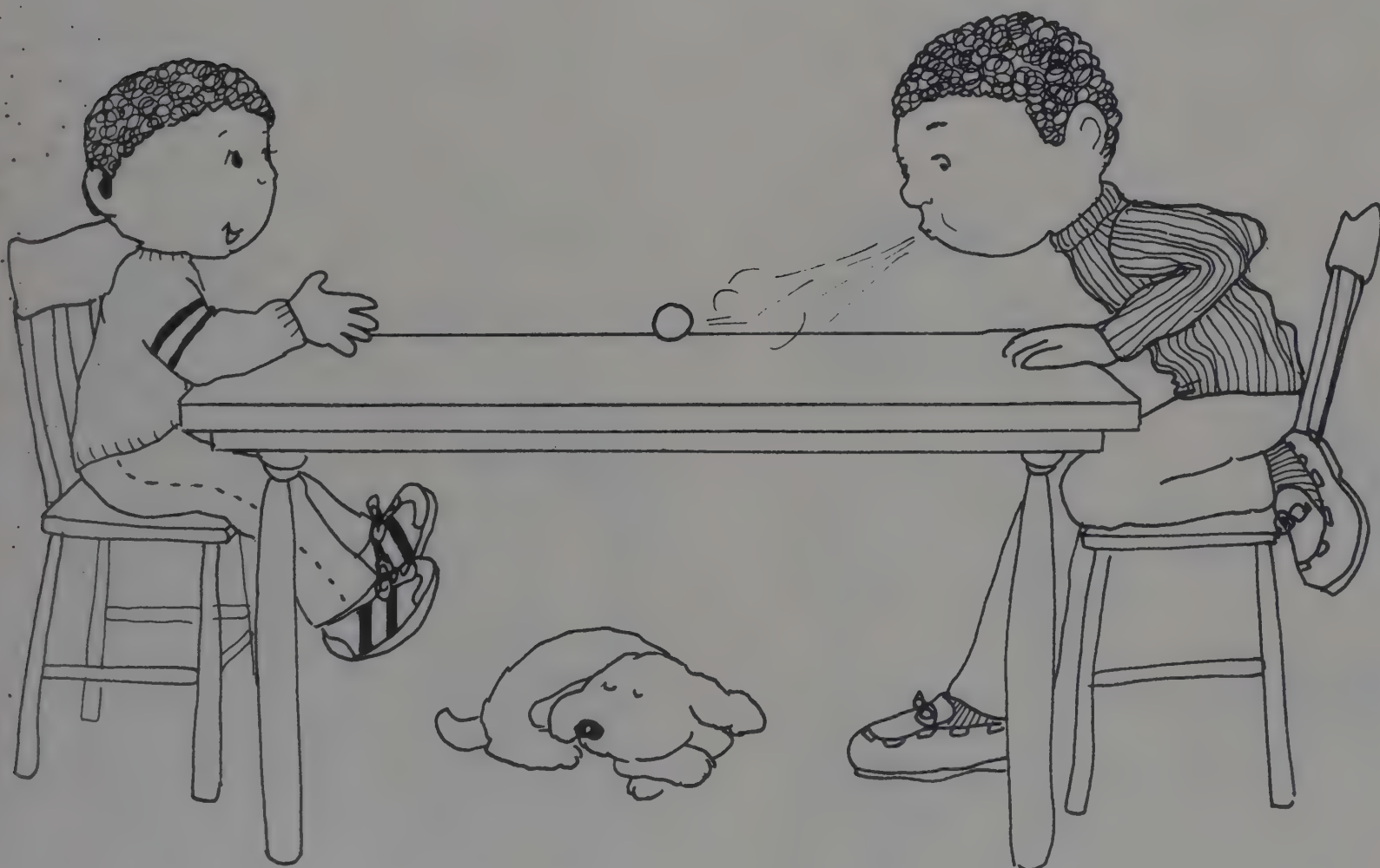
“YOU BLEW IT.”

“MOMMY’S GOING TO BLOW.”

“IT’S YOUR TURN.”

“IT’S YOUR TURN. BLOW!”

“WAIT. IT’S MY TURN.”



Highlights

All hearing-impaired children can learn to listen. Even the smallest bit of residual hearing, with appropriate amplification, can help your child. Learning to recognize environmental sounds will help him be more in touch with his world. Listening to voice – his own and others' – will have a positive effect on his speech and language development. Your enthusiasm and encouragement is so important and valuable. NOW is the time to begin!

All children need fair and consistent limits on their behavior. Hearing-impaired children

need to learn the same social skills that all children need if they are to live harmoniously with others. Good discipline can minimize upsets. Carefully structuring your child's environment can help, too. Building mutual respect and a loving relationship with your child will help him learn how to adapt to and be happy in his everyday relationships.

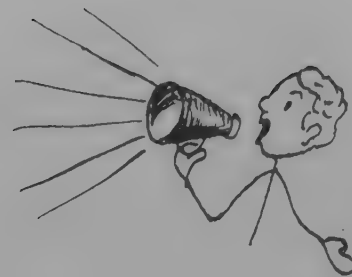
Let us hear from you. The more information we have about you and your child, the more effectively we can tailor this course to meet **your** special needs.

SPACE FOR PARENTS' NOTES

WE ARE LOOKING FORWARD TO GETTING YOUR THIRD REPORT SOON. LET US KNOW IF YOU HAVE ANY QUESTIONS. WE WILL BE HAPPY TO ANSWER YOUR CONCERNS.

(There is more space for your notes on the back of this page – or you may prefer a notebook.)

Check your understanding: LESSON III



LISTENING

I. MATCHING

Choose the appropriate words from the list below.

- _____ 1. Does not **improve** hearing; it improves the ability to to **use** hearing. (B-III.15)
- _____ 2. Does not **improve** hearing; it makes sounds louder. (B-III.9)
- _____ 3. Can hear some vowels, also loudness and length of sounds. (B-III.5,17)
- _____ 4. Experiments with making and listening to voice sounds. (B-III.9)
- _____ 5. Can hear most vowels, some consonants and also rhythm and intonation.
(B-III.5, 17)
- _____ 6. The first step in learning to listen. (B-III.5, 16)
- _____ 7. Parent checks the condition of the hearing aids daily. (B-III.8)

- a) hearing aid
- b) listens to aid
- c) sound awareness
- d) severely deaf
- e) vocal play
- f) auditory training
- g) profoundly deaf

II. TRUE/FALSE

- _____ 1. When a child speaks, his speech imitates others' speech as he hears it. (B-III.9, 17)
- _____ 2. A child will **always** babble more when he is first given a hearing aid. (B-III.7)
- _____ 3. A hearing-impaired child will learn to talk soon after he receives a hearing aid. (B-III.7)
- _____ 4. It is important to speak to a deaf child with a pleasant voice and rich intonation. (B-III.7)
- _____ 5. A child needs to hear nursery rhymes because the words are so important. (B-III.18)
- _____ 6. Every time you speak to your child or call his name, you are giving him auditory training. (B-III.15)
- _____ 7. When a child does not have a hearing aid, speak very loudly and directly into his ear. (B-III.8)
- _____ 8. There's no need to point out sounds that you suspect your child cannot hear. (B-III.10)
- _____ 9. You should find a quiet time and place for doing specific auditory training games. (B-III.9)
- _____ 10. Pointing out sounds to your child is part of auditory training. (B-III.15)

This is for **your** review and enjoyment only. Please do **not** return it to us.

ANSWER KEY

10. T	
9. T	
8. F	
7. F	9. T
6. T	6. C
5. F	5. D
4. T	4. E
3. F	3. G
2. F	2. A
1. T	1. F
II.	I.

Other Sources of Information and Help

YOU AND YOUR CHILD

Order from:

How to Discipline with Love, by Fitzhugh Dodson.

(Discusses many aspects of child management and discipline.)

A Guide to Discipline, by Jeannette Galambas Stone, 1978.

(Discusses discipline, special behavior problems, and ways to handle a child's developing self-control.)

Signet Classics
New American Library, Inc.
P.O. Box 999
Bergenfield, New Jersey 07621

National Association for the
Education of Young Children (NAEYC)
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009

EDUCATION OF DEAF CHILDREN

"All About Hearing Aids," by the Auditory Services Program of the Montgomery County, Maryland, Public Schools, 1972.

(Contains basic instructions concerning how to care for a hearing aid.)

Auditory Training, by Norman P. Erber, 1982.

(Designed to help parents, audiologists and teachers develop listening experiences and activities for children.)

Aural Habilitation, by Daniel and Agnes H. Ling, 1978.

(Covers a variety of topics. Includes a look at general communication, development of spoken language, speech, hearing aids, use of residual hearing, and parent-infant communication. Intended for professionals as well as parents, "the most important people in a hearing-impaired child's life." Some passages may be technical.)

Alexander Graham Bell Association
for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007

Alexander Graham Bell Association
for the Deaf

Alexander Graham Bell Association
for the Deaf

Play It By Ear, by Edgar L. Lowell and Marguerite Stoner, 1960.

(Contains a variety of auditory training games.)

Hearing in Children, by Jerry L. Northern and Marian Downs; second edition, 1978.

(This book is a helpful source of information for parents and teachers.)

Educational Audiology for the Limited Hearing Infant, by Doreen Pollack, 1977.

(Contains a description of the auditory approach to teaching young hearing-impaired children and the role of the parents as the first models of communication.)

Keep on Learning to Listen, by Dorothy Scott, 1979.

(Designed for parents of school-aged hearing-impaired children; contains much information and ideas for auditory training and language lessons.)

Sound and Hearing, by S.S. Stevens, Fred Warshofsky and the Editors of **Life**.

(A fully-illustrated, readable book; contains sections concerning the hearing mechanism and auditory and speech training for the hearing impaired.)

Learning to Listen, ed. by Pat Vaughan; revised ed., 1981.

(This touching, helpful book was written by six mothers of hearing-impaired children who share their experiences and suggestions for helping children learn to use their hearing.)

Educational Materials Department
John Tracy Clinic
806 West Adams Boulevard
Los Angeles, California 90007

Williams and Wilkins Company
428 East Preston Street
Baltimore, Maryland 21202

Charles C. Thomas
2600 South 1st Street
Springfield, Illinois 62717

Voice for Hearing Impaired
Children
P.O. Box 152
Station "S"
Toronto, Canada M5M 4L7

Life Science Library
Time-Life Books
Time, Inc.
Alexandria, Virginia 22314

Voice for Hearing Impaired
Children
P.O. Box 152
Station "S"
Toronto, Canada M5M 4L7

These books are not required reading. Some may be found in your local library.

JOHN TRACY CLINIC CORRESPONDENCE COURSE FOR PARENTS OF YOUNG DEAF CHILDREN

PART B-PRESCHOOLERS

Lesson B-IV

Dear Parents,

In Lesson Three we discussed helping your child learn to listen and pay attention to sounds. We also gave suggestions on structuring your child's environment and helping him learn to respect and get along with others.

Now, in Lesson Four, we will discuss the importance of play. We will offer suggestions on how you can make the most of the language-learning opportunities of play situations.

Because your child is hearing-impaired, the language of play activities must be specifically taught. You must be on hand to supply it – at the moment that your child needs it. The names of his toys, their colors and properties, how many he has, as well as words to describe what he does with them, are all part of this language.

Your child will spend much of his time playing. This is time well spent, for play is the real business of childhood. There are many different kinds of play your child will enjoy, and every type of play will teach him something important. Through play, your child develops his mind and his body. Through group play, he develops those all-important social skills. If you provide opportunities and appropriate materials, your child will do the rest.

John Tracy Clinic

JOHN TRACY CLINIC

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Los Angeles, California 90007

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Communication

LANGUAGE THROUGH PLAY

Language is best learned and longest remembered when it is learned as part of a memorable experience. Play, because of its importance in a young child's life, is one of the best vehicles for language learning. And this learning will take place with your help. Your role is to provide language to go along with your child's playtime activities.

As he plays, he is learning about himself, about his body, what he can and cannot do. He is learning about the objects that he handles and their physical properties – whether they are soft or hard, rough or smooth, whether they bend or are unyielding. He learns that things can be piled up and knocked down. He learns that some objects – balls, cars, trucks – move when they are pushed, while others – large chairs and tables – do not. He learns that he can change the shape of some things like clay but not of others like a doll or a pail. He learns that a ball is permanent and a bubble is not.



You will have many opportunities for introducing and using familiar language when playing with your child. Whatever activity you and your child are enjoying, use the natural language that describes the toys or actions. While reading a book together, you might say, "TURN THE PAGE," or "OH! IT'S A PUPPY! IT'S JUMPING!" When playing with clay, you might say, "THE CLAY IS SOFT. ROLL, ROLL, ROLL IT." Perhaps you and your child are enjoying a game of follow-the-leader. You could say, "HOW BIG YOU ARE! YOU DON'T FIT. CLIMB OVER THE STOOL."

Talk About Your Child's Toys

All your child's toys – and what he does with them – provide countless opportunities for meaningful conversation. Bikes or trikes are ridden; wagons pulled and loaded; doll buggies and toy lawn mowers are pushed; dolls are carried and hugged and loved and fed and put to bed. Toy cars are pushed and they run fast and slow.

Balls are rolled, pushed, caught, kicked, and thrown; they are big and little, soft and hard, they are red and blue and yellow. Sometimes they are even lost, "WHERE IS YOUR BALL?" and happily found, "YOU FOUND YOUR BALL. IT WAS UNDER THE CHAIR," or "BEHIND THE SOFA," "ON THE SHELF," or "IN THE CLOSET." Puzzles need to be dumped out, and puzzle pieces put in. You might say, "PUT THE ORANGE IN. WHERE IS THE APPLE? HERE ARE THE GRAPES."

Some toys make noise. Call your child's attention to these sounds as they occur. If he bangs a spoon in a metal bowl or pan or a shovel in a pail, point to your ear, say, "I

HEARD THAT. BANG!" Be alert for signs that your child hears and listens to these sounds, and reinforce this listening with language.

Your Language is a Model for Your Child

Even as you go about your daily routine, you can provide the language to go along with your child's activities. Since young children like to play near adults, watch your child as he plays. Think about the language he needs to describe what he is doing. When he pauses – and especially when he looks at you – you have a chance to use this language.

If he looks up as he places the final block on a tower he has built, you might say, "YOU BUILT A TOWER! IT'S HIGH!" Or if he looks at you after one block too many has sent his tower crashing down, you might say, "OH! IT FELL DOWN." Say it sympathetically if he is distressed. If he is elated by the crash, say enthusiastically, "WOW! IT FELL DOWN!"

At times your child will "start" a conversation with you by looking or pointing. He may be asking for help, expressing frustration, showing pride in his accomplishment or asking for your praise. Even if he hasn't used any words in this "conversation," **you** can provide the model of the appropriate language. You might say: "DO YOU NEED HELP?" "IT DOESN'T FIT." "OH, THAT'S PRETTY." "WHAT A GOOD JOB!"

As your child begins to use language himself while playing, you will have many chances to reinforce and expand his language. If your child says, "BA" for "BALL," you will, of course, be delighted (and you will show him your delight). But you will also want to model the complete word "BALL," and expand what your child says by saying, "YES, THAT'S

A BALL," or "HERE'S THE BALL." Later, you will want to expand further by saying, "YES, THAT'S MY BALL," "HERE'S THE BIG BALL," or "CATCH THE BALL."



SOCIAL PLAY AND LANGUAGE

Vocabulary for Social Play

As children grow and begin to play with others, they need to learn some social language. "HI!" and "BYE-BYE" are often the beginning of social language. But children need many other words and expressions. Even if your child is very young and not yet playing with other children, begin now to prepare him for social play.

Taking Turns

If your child is approaching the age of three, he may begin to understand this idea of taking turns. Introduce the idea in casual play. For example, in playing ball, say, "MY TURN," "YOUR TURN," "DADDY'S TURN," as the ball is tossed or rolled from person to person. In such a game the idea of taking turns is picked up in a logical way.

There are many moments you can use language in these games. Talk whenever your child looks your way. And encourage him to tell you when it's his – or your – turn. If he is not yet speaking spontaneously, encourage him to express himself when the moment seems right. You might say, "WHOSE TURN IS IT?" or give your child a questioning look. If he still does not say anything, you provide the right words as a model, "YES, IT'S YOUR TURN."

Introduce the idea of give and take in lively action games which require only a short wait

for his turn. This will usually guarantee a child's acceptance of this new concept. There is no doubt that once he has learned to understand the word "wait," the idea of taking turns will become much easier for him. When he starts to move out of turn, you can say, "WAIT, MY TURN." Teaching your child to wait his turn will help him in his play with other children. Eventually he'll be willing to wait (but not for long!) when he's told, "WAIT, IT'S BARBIE'S TURN."

Once he understands taking turns in action games, you can help him enjoy more quiet games, such as picture lotto, picture rummy, or other table games that also involve taking turns. The activities suggested in this course offer practice in this, too.

Learning to share and to wait his turn will help your child to enjoy playing with other children. Learning to play together takes practice – and knowledge of the appropriate language.

Language of Playmates is Important

Words and phrases used during play by brothers and sisters or other playmates provide models of social language needed by your child. All of your child's playmates should be encouraged to talk to him naturally. They may take pride in knowing they are helping.

Rules for Games

Games are an important part of group play for growing children. Most games have rules. Begin now to prepare your child for the time when he will need to learn and follow the rules for games. Watching and listening to other children in the neighborhood or at the park or playground may give you ideas about



the games they play and the language needed to learn the rules. You can begin with some of the games suggested with each lesson of this course, or you can devise little games of your own. Remember, the idea is to teach your child the words he needs to understand the rules of various games.

Some simple board games require counting—"MOVE THREE SPACES FORWARD," for example. Games of hide 'n' seek require covering or closing one's eyes, and you can say, "DON'T PEEK."

Language During Sports

Each sport has its own vocabulary attached to it, explaining or describing the game. In baseball, for example, you will want to teach your child language such as "SWING!" "THAT'S FIRST BASE." "THE PITCHER HAS THE BALL." "BILLY IS AT BAT." "RUN FAST." "IT'S A HOME RUN!" "YOU GOT A HIT." "YOU'RE OUT!" There are countless phrases and words you could use in talking about

playing the game. And, of course, this is true for every sport.

Active Play

A good deal of your child's active play will occur outdoors. As your child runs, jumps, climbs and slides, be there as much as possible to supply the language. You can say: "WOW! YOU RAN FAST." "CLIMB UP." "SLIDE DOWN!" "WHEE! HERE YOU COME." "YOU SLID DOWN!" "CATCH THE BALL." "GO GET THE BALL." "THROW THE BALL."

And as you talk to your child about running, jumping, sliding, and swinging, there may be moments when you need to comfort him. You might say: "OH! YOU FELL DOWN." "YOU WENT BOOM!" "YOU'RE ALL RIGHT." And even, "OUCH." "OH! YOU HURT YOUR ARM (HAND, LEG, KNEE, CHIN)." "LET'S GET A BANDAGE." "MOMMY WILL FIX IT." "IS THAT BETTER?"



THINGS TO TALK ABOUT OUTDOORS

Walking and Talking

Every neighborhood has a wealth of things to talk about. Take a walk with your child and pause whenever you see something that might interest him, or when he shows that something has caught his fancy. Stop and talk about whatever it is: a flower or weed growing, something on the ground, a car or truck, something on a front lawn or in a store window. The walk is a time to talk to your child about things which interest him and also a time for you to enjoy each other's company.

A walk is a good opportunity to teach some basic traffic rules. Stop at crossings and say, "LOOK! (then look both ways) NO CARS. O.K. LET'S GO," or "WHOOPS! HERE COMES A CAR. WAIT FOR THE CAR." Don't hesitate to be dramatic – it will help your child understand. If there are traffic lights, point them out to your child, "THE LIGHT'S GREEN. LET'S GO." or "RED MEANS WAIT."

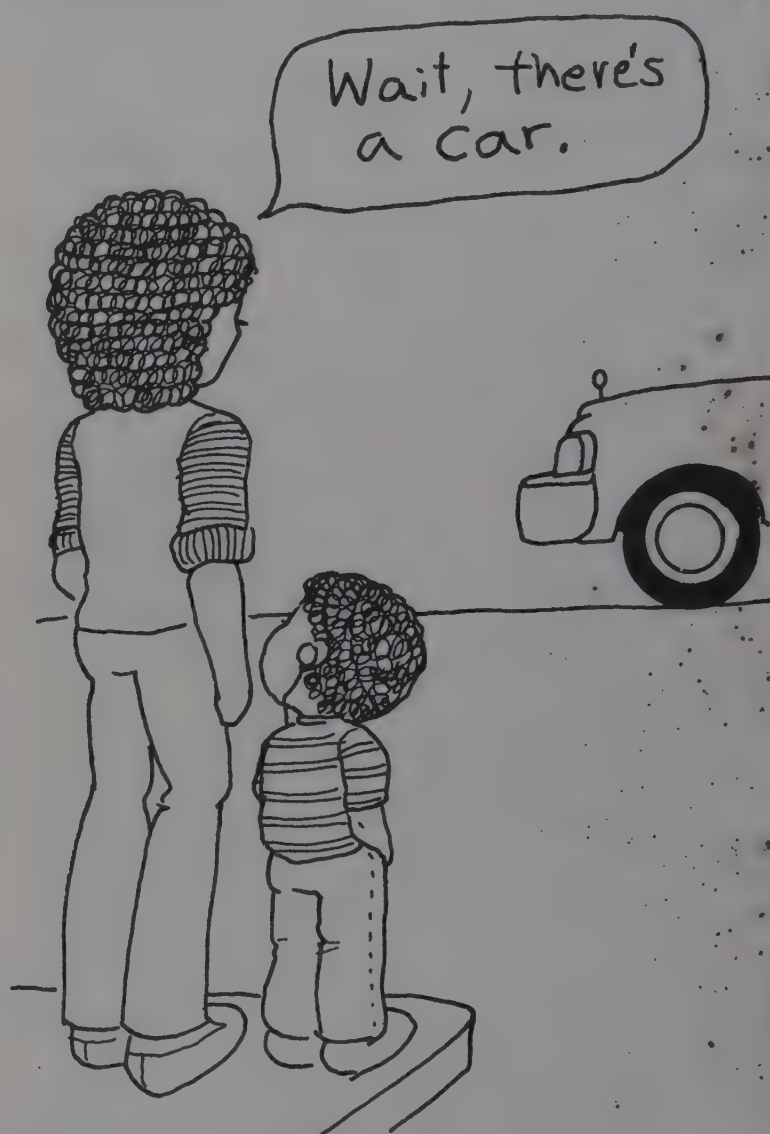
Parks and Playgrounds

A change of scenery is always welcome. If there is a park or playground near you, your child will enjoy visiting it. The playground equipment will give you many opportunities for language teaching: "HERE'S A SLIDE." "THERE'S THE SWING." As he plays, talk about what he is doing, "YOU CLIMBED UP!" (on monkey bars or a jungle gym). A seesaw or teeter-totter lends itself to repetition of "UP!" and "DOWN!" So does a slide.

Swings are popular with young children. If you push your child on the swing, stand in front of him so he can look as well as listen when you say, "PUSH!" If he understands the word "PUSH," ask, "DO YOU WANT A

PUSH?" Pause a moment to see if he will attempt to say "PUSH!" If he does not respond, you provide the language: "O.K. I'LL PUSH YOU."

If your child has few chances at home to play with other children, the playground or park may be an ideal solution to expose him to the language of other children his age.



Seasonal Changes

In many areas, there are distinct seasonal changes which provide new and different topics for conversation.

In the Spring and Summer

On warm days your child may spend hours in a sandbox. If you are sitting close by, hanging clothes, or working in the yard, he will often look up at you.

You might say something such as: "SO MUCH SAND!" "PUT SAND IN THE PAIL." "WHERE'S YOUR SHOVEL?" "IT'S FULL OF SAND." "SHAKE THE SAND OFF." "YOUR SHOE IS FULL OF SAND." "TAKE YOUR SHOE OFF." "LET'S WASH YOUR HANDS. THEY ARE SANDY." "TURN THE WATER OFF."



If your child plays in water outdoors—in a pan of water, a wading pool, or a sprinkler—you will undoubtedly be near to keep an eye on him. Again you will find him glancing at you now and then. You can talk about him, the water, the toys he is playing with, and the wading pool or sprinkler.

You could say: "THE WATER'S COLD." "THE WATER'S WARM." "YOU ARE ALL WET!" "YOU SPLASHED!" "SPLASH THE WATER." "RUN THROUGH THE WATER." "LET'S RUB YOU DRY." "LET'S DRY YOU OFF."

In the Fall and Winter

As autumn and the crisp air come, something new covers the ground for your child to play in and for you to talk about—the crackling dry leaves! "THE LEAVES CAME OFF THE TREES." "RUN THROUGH THE LEAVES!" "SCUFF, SCUFF." "FIND A RED LEAF." "LET'S RAKE THE LEAVES." "MAKE A PILE OF LEAVES." "JUMP ON THE LEAVES."

If it snows where you live, those mysterious white flakes cover everything and make the world a fascinating new playground for your child. "WATCH IT SNOW!" "CATCH A SNOW-FLAKE." "MAKE A SNOWMAN (or a SNOW FORT)." "I'LL PULL THE SLED." "DON'T FALL OFF."

Conversation in Preparation

Before your child goes out to play—whether in sand, water, or snow—talk about what he is going to do. Use a picture, or look out the window at the wading pool or snow. Show him a toy or an object that will help him understand: his sailboat, his pail and shovel, the rake, a sled. And, of course, you can talk about his swimming suit, or his mittens and boots, as he gets ready to go outside. Remember to talk about the door before you open it. A brief hesitation before putting on a garment or opening a door is guaranteed to get your child's attention so that you can say something to him.

CREATIVE PLAY AND LANGUAGE

The creative activities suggested in the "You and Your Child" section of this lesson—painting, working with clay, drawing, cutting and pasting—provide still more opportunities for language learning. You don't need to "hover" as your child paints, or draws, or

cuts, but be ready to supply meaningful language when he looks at you. With a little prior thought and planning, you can make every look count.

Learning About Colors

Many of the creative materials we've mentioned are part of a child's introduction to colors and their names. Whenever your youngster is painting at an easel, dabbing with a sponge or cotton ball, or drawing with a crayon, chalk, or a felt-tipped pen, mention the color he is using. Then mention the next and the next. Let him do his own experimenting. Don't direct him to use certain colors, but name the colors he chooses. If the handles on the brushes have been painted the color of the paint each is used with, you can do some color matching. You could also match caps to the respective felt-tipped pens – red to red, green to green, etc.

Talk About What Your Child Does

Don't overlook all the vocabulary that is part of creative activities. Paints need to be **opened** and **closed**, and sometimes **stirred**. Lids need to be **turned**. "TURN THE LID." Caps are taken **off** and put back **on**. Paper is put **on** the easel and taken **off**. Your child puts his smock **on** and takes it **off**. Pictures need to **dry**, and when your child is finished, he will need to wash his hands and **dry** them. Look for opportunities like this to use repetitive language. The more you are able to use the same words in different situations, the more likely your child will be to grasp the full meaning of the word when he learns it.

Clay can be formed into a **ball** or rolled in a **long** strip. **Long** strokes can be made with a paint brush. Your child may pinch off a **little** piece of clay or a **big** piece.

As your child's vocabulary grows, creative activities allow for the development of more advanced language. You might say: "ANOTHER CRAYON," "ANOTHER PIECE OF CHALK," "MORE PAPER," "MORE PAINT," or "MORE CLAY." Or sometimes "YOU HAVE TOO MUCH PAINT." "WATCH OUT! IT'S DRIPPING!"

Building activities have sounds you can talk about. When hammering, say, "BANG! BANG! LISTEN!" Talk to your child about these sounds when they occur. As in all activities, speak close to your child, giving him the opportunity to hear you as well as to see you.



THE WORLD OF MAKE-BELIEVE

Dramatic Play

Deaf children even more than hearing children need opportunities to use their imaginations. Nearly everything they see grown-ups do becomes material for dramatic play. Interestingly enough, by observing the nature of this make-believe, you often see yourself as your children see you. Dramatic play also indicates the things your child is interested in learning and gives you clues as to what you

should talk about. You can contribute to this kind of play by providing places and “props” for children to use. More importantly, you can offer them some of the words for what they are doing and what they are using.

Playing House

A “housekeeping corner” is a great inducement for dramatic play. Any place – just a corner of a room – where your child can safely play with little interference will do. Furniture can be anything from the most elaborate to the simplest makeshift objects. A pad or pillow on the floor might become a bed; low boxes will suffice as chairs. Many household objects may eventually find a role in this housekeeping corner.

There are endless activities in connection with playing house that children enjoy: Washing, ironing, and hanging up clothes; cooking and sweeping; dressing, changing, bathing, and feeding a doll or teddy bear. All of these games are things to talk about to a deaf child. You or an older child playing with him might say: “FIND THE BABY’S BOTTLE,” “LET’S SWEEP THE FLOOR,” “BRING ME THE DUSTPAN,” “SUPPER IS READY,” “TAKE IT OFF.”



Your child will not understand all you say, but he will begin to grasp the ideas of the sentences as a whole. And this is a beginning.



Playing Store

If your child has gone shopping with you, he will most likely enjoy a play store. This could be very simple. Orange crates or boxes in a convenient corner of the house or yard will do. Empty cans, boxes, or milk cartons from the kitchen take the place of the products bought in the “real” store. Also, miniature replicas of some grocery products are available in toy stores.

As your youngster plays with you or other children, there can be exchanges of products, “pretend” money, and conversation. Many expressions can be used and, in time, added to his vocabulary. Besides the names of the different foods, words like “HI,” “BYE-BYE,” “PLEASE,” and “THANK YOU” can be said many times. Later, when your son or daughter has acquired more language, you may want to use more questions and number concepts. Do not **force** any learning during these moments of fun. This is a time for your child to relax and enjoy what he is doing. He will

learn naturally without being conscious that he is expected to learn. Once he begins to say a few words, you will someday hear them uttered spontaneously as he is playing.



Playing "Dress-Up"

"Dressing up" makes playing house or store even more inviting. A "dress-up" box will be appreciated for years. Hats, scarves, handbags, old shoes, dresses, shirts, and jackets all go to make up a collection of costumes for boys and girls alike. With a little imagination, your child becomes a mother, a father, or a storekeeper. In fact, he or she may become a policeman, a queen, a cowboy, or an astronaut. If you enter into this make-believe world, you will find special opportunities to talk to your child in his new role. Talk about who he is, what he is doing, what he is wearing. Play along with the situation. Take every advantage of this chance to offer your child more language

and lipreading practice. If he at some point attempts to say something, pause a moment, and use touch to help him with his speech. But only for a moment. You do not want to destroy his spontaneity and enthusiasm.

When You Don't Take Part

Many times when your child is playing either alone or with older children, you can observe and take a few notes on the kind of play that goes on. Refer to these notes later in conversation with your child. If you have noticed him taking an interest in ironing, for example, you might talk about ironing – using pictures of an iron or an ironing board – during a quiet time of day. You will learn what many of your child's interests are, at various stages of his development, by studying his world of make-believe. Whatever they are, talk about them. Let your child see and hear the words that are associated with his most recent play.

LANGUAGE OPPORTUNITIES WITH SMALL WORLD TOYS

Miniature toys, including doll houses, garages, and farms equipped with tiny toy people, furniture, cars, and animals, are great fun for children. These tiny toys have several advantages. Their size allows them to be played with and stored easily even where space is limited. Even more important, is the fact that as your child plays with these small toys, he is usually reasonably still or stationary. He may move his cars or farm animals from place to place, but he himself will not move a great deal. This creates an ideal environment for listening and lipreading. If you sit on the floor, close to your child, you will find many things to say, and he will have many opportunities to listen and look.

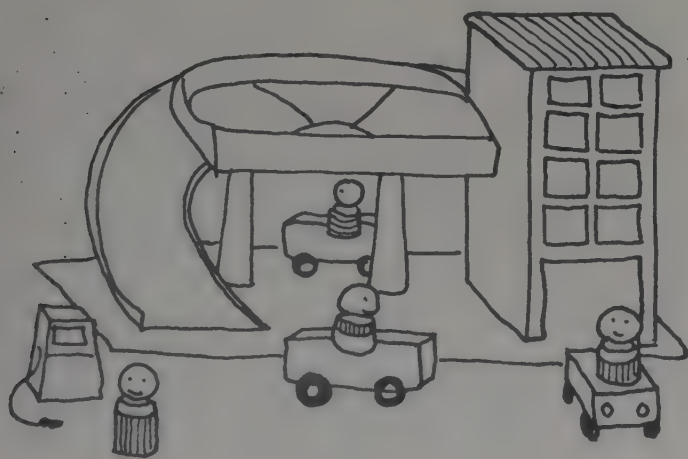
Dollhouses

- Dramatic play using a dollhouse and small toy people can provide many opportunities for using language. Everyday activities can be reenacted and the language that goes along with them can be reinforced. Using the dollhouse kitchen, for example, you and your child can make believe that the toy people
- cook, eat and clean up just as you and your family do during your daily life. The dollhouse bedroom and bathroom are a good setting
- for playing out – and talking about – the whole bedtime routine.

Toy Farms

- Children who live in the country, or have visited there, can relive their farm experiences through play with a toy farm. Allow your child to use his ideas and supply the language to match them. “PLOW THE FIELD.” “DRIVE THE TRACTOR.” “THE SHEEP ARE IN THE BARN.” “IT’S TIME TO MILK THE COWS.” “THE PIGS ARE HUNGRY. LET’S FEED THE PIGS.” “THE DUCK SAYS, ‘QUACK, QUACK.’” “CLOSE THE BARN DOOR.”

A toy farm can be purchased or you can make one. A large piece of flat cardboard will do nicely for the land; paint it green if you wish. You can paint a portion blue to add a pond for the ducks. Barns can be made of small boxes, or even modeled from clay.



Toy Garages

Toy garages and gas stations can also be made or purchased. Some come equipped with ramps for cars to go **down** and elevators for cars to go **up**. Toy garages and gas stations are great favorites with children who enjoy playing with cars.

Toy Towns

A toy town can be made using a large piece of cardboard with streets and parking lots or farm land marked on it. Buildings, representing houses, stores, churches or gas stations, can be made from small boxes. Toy cars can be driven through the town as your child relives real experiences. “WE’RE GOING TO THE STORE.” “THE CAR NEEDS GAS.” “HERE’S A PARKING PLACE.” “TIME TO GO HOME.”

BUILDING LANGUAGE IS PART OF PLAY

All of your child’s play experiences are opportunities for learning language. Repeat words your child tries to use and expand his language by adding new words and phrases. Your child will learn much of his language from you and others as part of his play.



WHAT PLAY ACTIVITIES GIVE YOU THE BEST OPPORTUNITIES TO TALK WITH YOUR CHILD ABOUT HIS INTERESTS?

	What was his play activity? (painting, playing with blocks, sliding, etc.)	What was he doing? (mixing colors, building a tower, hesitating at the top of the slide, etc.)	What did you say?
DAY 1			
DAY 2			
DAY 3			
DAY 4			
DAY 5			

YOU MAY WISH TO MAKE A COPY SO YOU CAN SEND THIS WITH YOUR REPORT.

You and Your Child

PLAY IS THE BUSINESS OF CHILDREN

A child's play is his way of learning. He learns about the objects he plays with. He learns what he can and cannot make them do. Sometimes he will imitate the "grown-ups" he sees or even his pet dog or cat. He is discovering many things about people and pets, his culture, and life in general. Since learning is the basis of your child's play, this is an important time for him to learn language. This language will give meaning to all the other things he is learning.



Play is for Learning and Growing

As children play they develop new skills and strong bodies. They exercise their imagination,

develop the ability to think and plan, and the ability to create. They practice things they will do when they grow up. And they learn how to get along with others. They learn to give and take, share, and take turns. They learn they can be part of a group working toward a common goal. Play offers opportunities to explore and discover the world around them. It gives children the chance to look, listen, touch, handle, manipulate, and SUCCEED! What your child needs for play is: something to play with, a place to play, playmates, and a chance to lead the way.

Play and Play Materials Can be Anything

Your child may have some favorite toys, or he may find things to play with in the most unexpected places. Sliding "bumpety-bump" down steps may be his way of playing. Opening and closing a door can be fun. Putting things in and taking things out of a cupboard will fascinate most youngsters. This activity gives us many chances to name the things being put in or taken out. Banging, pounding, pulling, pushing, jumping, and running are all things little children like to do for exercise and fun. Talk about what happens: "YOU JUMPED!" "YOU RAN!" "BANG! WHAT A LOUD NOISE!" Anything your child does as he plays, anything he plays with, can be mentioned when he glances at you for praise or approval. Show your interest. Talk.

Play Can Take Place Anywhere

Throughout the day, your child will consider most of the things he does as play. He may follow along behind you and imitate the

Things to Play With

Toys and play equipment are not limited to the dolls, trains, games and other items found in a store. Stores are only ONE source of toys. Objects for play may be found in nature or around the house, homemade or store-bought. You will find many ideas for play materials in the following pages.

Begin Now!

Now is the time to collect postcards, empty spools, smooth-edged tin cans, empty plastic containers, and other odds and ends that can provide hours of play. Keep in mind that these articles that can be looked at, handled, dumped, or stacked make excellent topics of conversation.



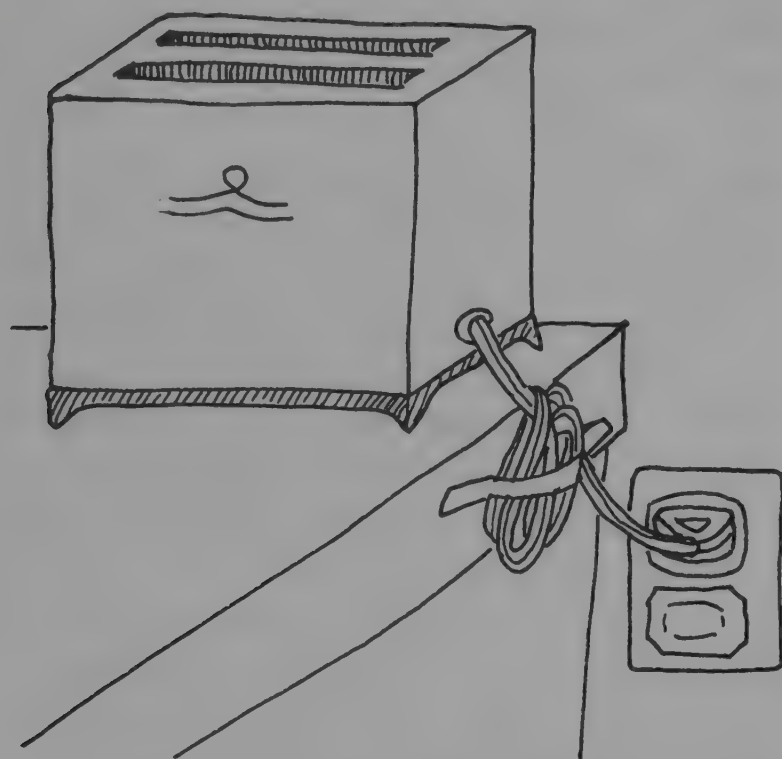
things you do. Children like to play "grown-up," and many of the activities of daily living are paralleled in children's play. You may find, for example, when you are sweeping the floor, your child will want to imitate your sweeping with his own toy broom. Or when you are mowing the lawn, your child may get great satisfaction in pushing a toy lawn mower around the yard.

In addition to make-believe play which mirrors adult activity, being included in real day-to-day work will seem like play to your child. If you are baking cookies, for example, let your child help you in stirring and putting them on the cookie sheet. Not only is it fun for him, but he will get a sense of accomplishment in helping you. He is playing, and he is also learning.



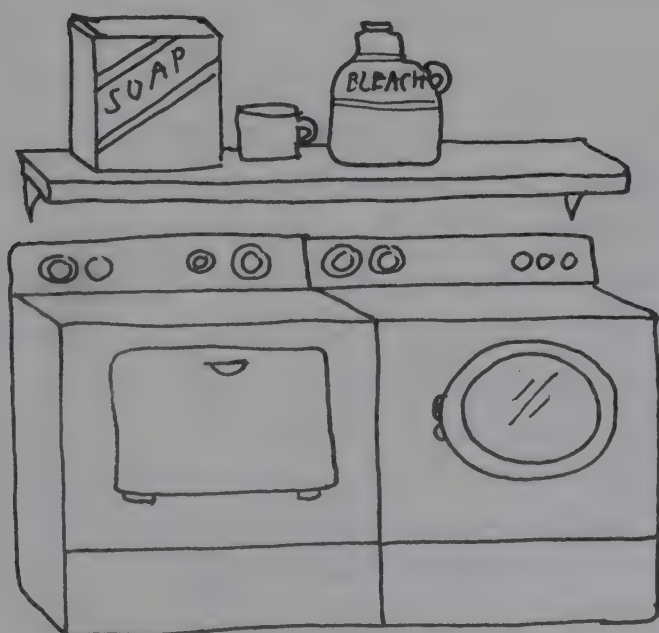
A Place to Play

Indoors or out, children must have a safe place to play – a place where they can play with few restrictions and little interference.



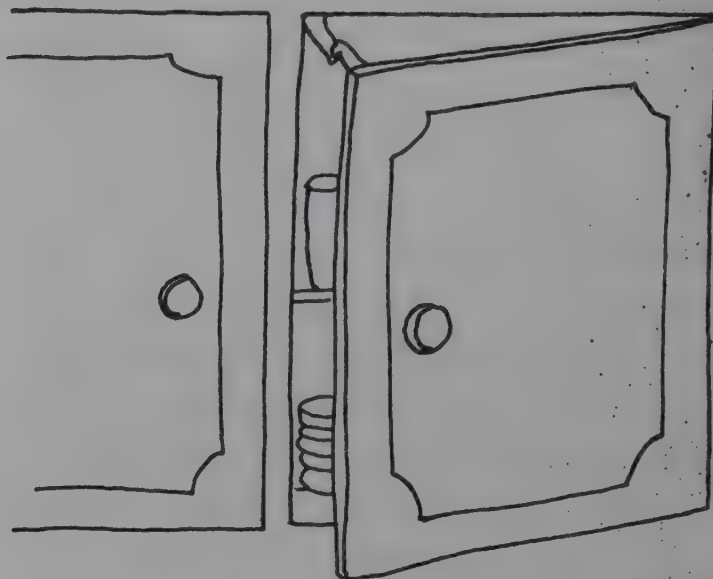
Your child should not play near:

- The kitchen stove, with hot pans that could tip over
- Electric outlets and dangling appliance cords
- Hot radiators or heaters
- Open stairways
- Open, unprotected windows
- The road or street



Keep out of reach such things as:

- Knives, pointed scissors, needles, pins
- Medicines and cleaning compounds
- Mechanical equipment that might accidentally be switched on
- Breakable objects
- Anything that might present danger



Places to play inside might be:

- A special play corner – a corner of any room relatively free of hazards, where your child can keep his toys
- A playroom – or any room converted into a playroom

Places to play outdoors include:

- A fenced yard
- A protected corner of a yard
- A porch – screened-in or with a gate
- A park, playground, or sidewalk **under supervision**

Winter or summer, in sunshine, snow, or even in a light rain, outdoor play is fun and an important part of childhood.



Playmates

Children play alone, near other children, with other children, and sometimes with adults. All children must have the experience of being with other children. At first, possibly until a youngster reaches the age of three, he is not likely to play actually **with** another child. He plays near or alongside his playmate and this experience is necessary for learning to get along with others. He begins to do things with one other child as he grows a little older, although he may not be ready to be part of a group of children until he is well along in his preschool years. If your family and neighborhood do not offer companionship with other children, you might think about a nursery school for your son or daughter.

Sharing

Play is one way your child learns about sharing. Sharing is never easy. For example, two children playing together often want the same toy. There are, however, some ways to reduce problems.

If your child and another child want the same toy, let one child play with it first. While the other waits his turn, offer him an alternative. You can set a time limit for each child's turn. Stay alert to be sure that the waiting child does get his turn as soon as the first child is finished. This will increase your child's willingness to share.

When several children are playing, have toys available which lend themselves to group play: a sandbox where there is enough sand for all, blocks or small cars. Several children can create something together with each child having his own materials. You might have odds and ends to make a large collage. Or, you might have paints, crayons or chalk handy for a large mural.

When children are finished playing, they should learn to share the responsibilities of clean-up. If you ask each child to put away a specific toy, it makes the task easier for all.

A Chance to Lead the Way

Regardless of whether a child is playing alone, or near, or with, someone else, the best play is that which requires little adult interference. A safe place to play minimizes the time when you must step in. Your role is largely that of an attentive bystander, showing interest and enthusiasm, being on hand to comment and approve. Sometimes, of course, you will enter into your child's play—when he seems to need a companion—but don't take over. Allow him to use his mind in creating and planning. Let him lead the way.

THINGS TO PLAY WITH

Children Find Natural Opportunities for Play

As we have said, play does not always require actual toys from stores. Have you ever considered: sand, dirt, clay, and water, or snow, ice, wind, and rain, or twigs, pebbles, leaves and seashells, or a tree to climb, a hole to dig, or a steamy window on which to trace a design? All can be as satisfying for children's play as any toy you could buy. Don't overlook the many natural things that offer opportunities for play and learning. On the following pages are some suggestions.

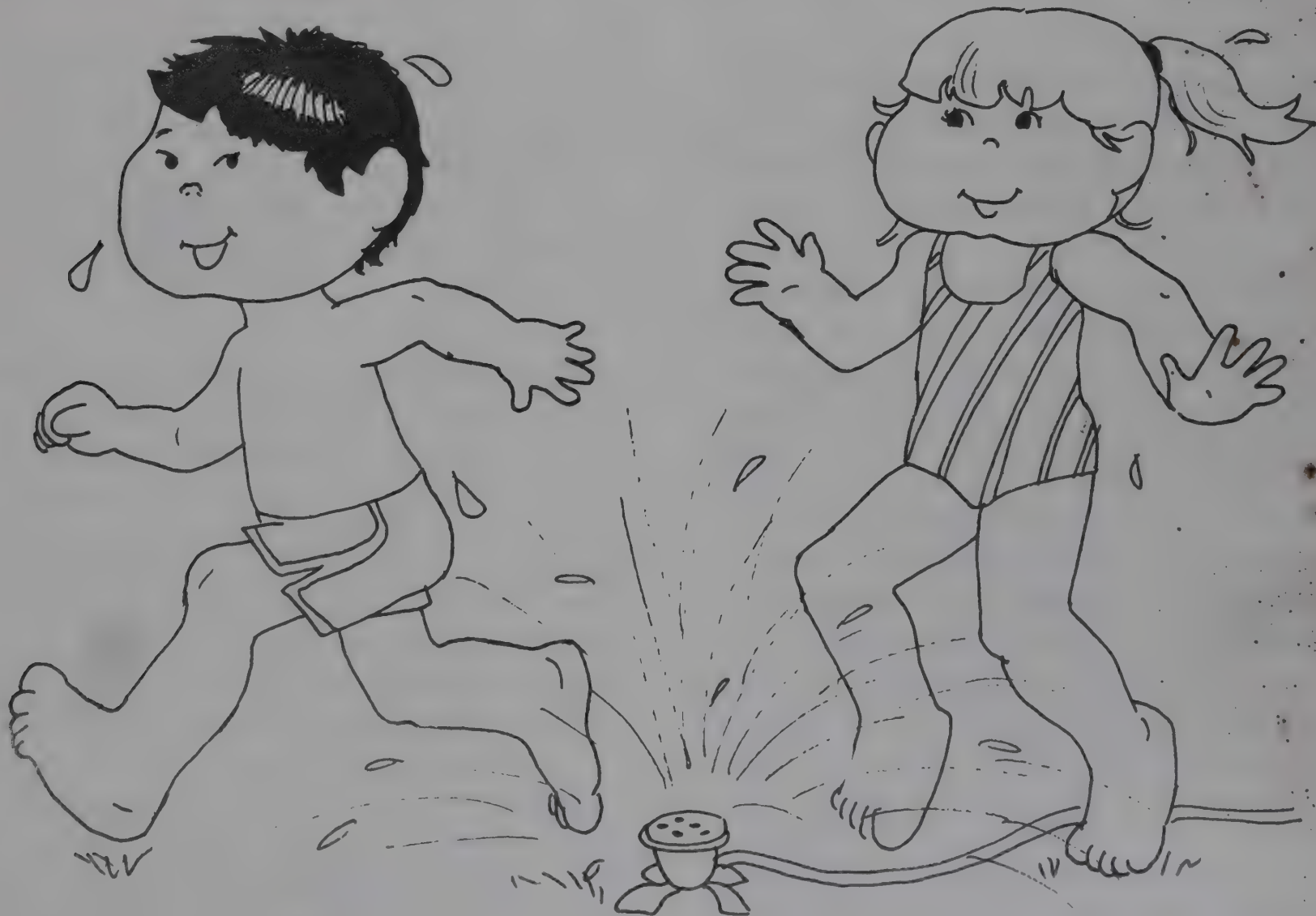
Natural Play Materials

Water: The possibilities of water play are endless. Children like to splash in the bath, and wade and paddle in a wading pool, pond,

lake or the ocean. Water play of this sort always requires **close adult supervision**. Young children should not be left unattended in or near any body of water, even a tub or a wading pool.

Children also enjoy running, dripping, trickling, and spraying water. They like running through a sprinkler on a hot summer day, or squeezing a sponge in the bathtub. They enjoy floating boats in a dishpan, pouring water from one plastic bottle to another, and whirring a beater in a bowl of suds to make bubbles.

Sand: A well-built metal or wooden sandbox covered with plywood, a tarpaulin, or a heavy plastic cover, whether made at home or purchased ready-made, provides hours of happy play in good weather. If you have no sandbox, you could put sand in a plastic wading pool or a hole dug in the ground with two-by-fours around it. Or you could give





your child a digging corner in the yard. Sand play is usually limited to outdoors, although a sand table in a basement or playroom is sometimes practical. You may find cornmeal or rice are good substitutions for sand.

Wood shovels, large spoons or gardening tools with blunt edges, small pails, plastic containers, sieves, funnels, boxes, toy cars and other small toys offer a child many chances for experimentation and for using his imagination as he plays in his sandbox. Sometimes the sand can be moistened with water, so that it can be shaped and molded. Children like to build roads, tunnels, and castles, or to pack sand in containers. Dry sand is equally intriguing as it is poured from one object to another, or as it trickles through strainers and funnels.

Snow: Rolling or tumbling in the snow, making footprints or paths, feeling fluffy snowflakes

drifting down, making snowballs, snowmen, or snow forts are all delightful winter play. A sled, a metal "saucer" in which to slide, and a small snow shovel are welcome additions for playing in the snow. Warm clothing, boots, scarves, and mittens are necessities.

Things that grow: Whether you live in the city or country, your child will be able to watch things grow. You may have a garden or a yard in which your child could have one spot of his own to plant a few seeds and watch them take root and grow. Indoors, you might have a green plant or some flower bulbs potted in earth or growing in water. Watching the bulbs sprout and seeing the leaves and flowers form will teach him some of the ways of nature, and give him experience with time and patience.

All around him – at home or in the park – he can see trees, bushes, grass and flowers. He

can learn to appreciate and protect things of beauty. He can see nature's colors, smell the flowers, and taste berries or fruit. Actual experiences of this kind will help him attach meaning to pictures you show him.

Insects: Young children love to watch an ant crawling along the sidewalk or a bee buzzing in a flower. They want to observe and handle worms and caterpillars, and they delight in chasing lightning bugs. They watch in fascination as a spider spins a web or a ladybug flits by. Insects create an interest for children in observing little things; they teach them about different kinds of motion; they stir interest and imagination. If your little son or daughter brings in an insect as a treasure or even a gift for you, share your child's enthusiasm with him.



Animals: Children are usually fascinated by animals. They like to see them in the zoo, on farms, or just around the neighborhood.

Having a pet of his own will help teach your child gentleness and responsibility. Never permit your child to abuse or tease an animal. Your child can learn to handle and care for a pet appropriately through your example. A family pet often offers love and companionship to a young child, and at the same time helps him learn about life and growth.

Everyday Things Become Good Toys

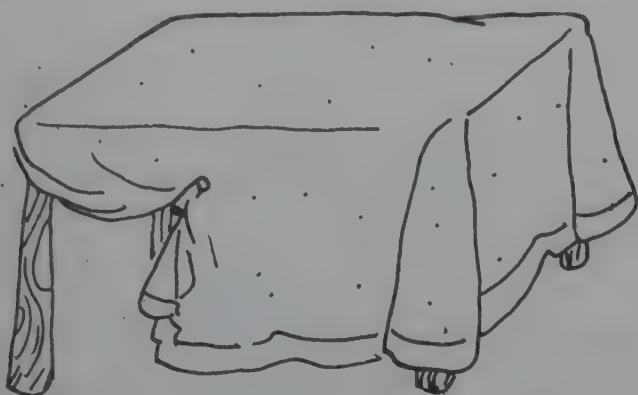
It isn't necessary to go away from home to locate a rich source of play material. You and your child can discover many things of interest in every part of the house and its surroundings. Children learn by doing. They like to put things in and take them out of cupboards, drawers, and boxes. They like to put things together and take them apart. They like to use things in imitation of older children and adults. They like to pretend, dress up, and play house.

Some of the everyday articles found in various parts of your home which would be useful in this kind of play are listed on the next few pages.

KITCHEN:

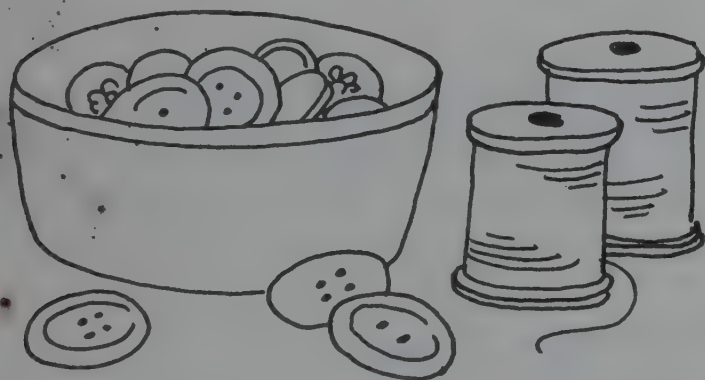
- Pots and pans,
 - some with covers
- Strainers or sieves
- Eggbeaters
- Spoons, measuring spoons,
 - nested cups or bowls
- Milk cartons, boxes, plastic containers
- Metal jar tops, milk bottle tops
- Paper cups and plates
- Empty egg cartons or berry boxes
- Large brown paper bags (to color or paint or put things in)

String
Milk bottle carriers
Soda pop cartons
A sturdy kitchen step stool
The kitchen table, draped
with a blanket, to make a tent or playhouse

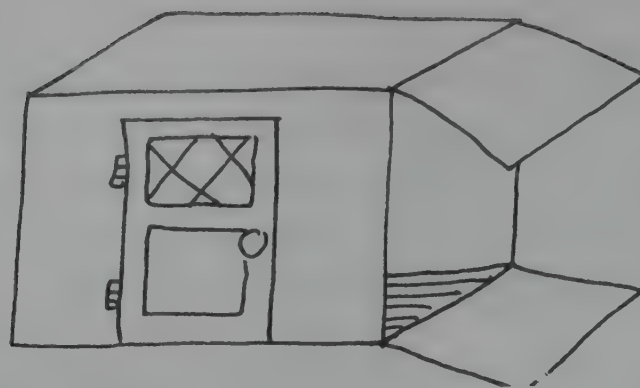


OTHER THINGS IN THE HOUSE

Old magazines or catalogs
Baskets
Pails
Empty spools
Film spools or reels
Large buttons

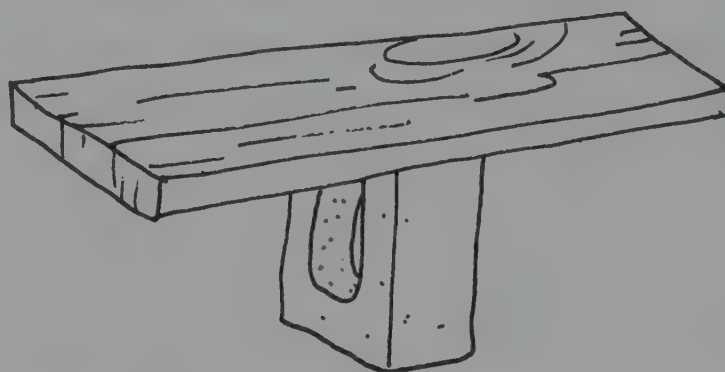


Checkers
Clothespins
Old postcards or envelopes
Cigar boxes (to keep
things in)
Shoelaces to string buttons
or spools
Discarded hats, handbags and
articles of clothing for "dress up"
An old suitcase or tote bag
Bits of fabric, samples of wallpaper
Sponges, covered soap dishes, or plastic
butter dishes (to use in the bathtub)
Real tools – a hammer, for example, when
your child is able to handle one

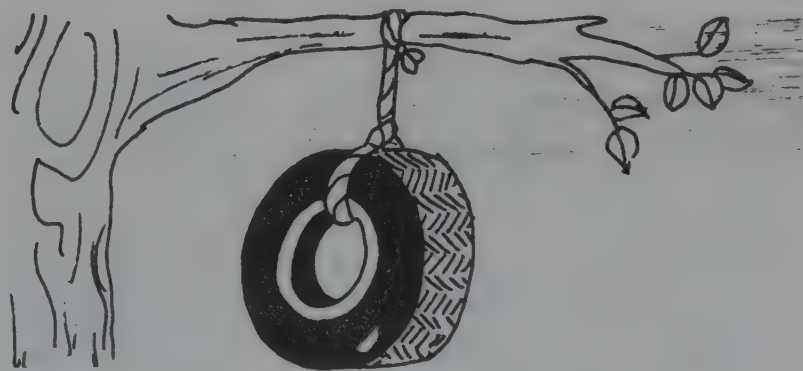


OUTDOORS:

Large packing boxes to get
in or climb on
Garden trowels
A wooden plank, balanced on
low boxes or blocks
Lumber scraps to use as building blocks



Kegs, barrels: to climb
in, on, or through
Concrete blocks to climb on
An old automobile tire
(hung from a strong support by a single
strong rope) to make a fine swing



You Can Make Your Own Play Equipment

If you are handy with needle and thread,
paint and glue, or hammer and saw, take a
look at some of our ideas for homemade toys
and play equipment.

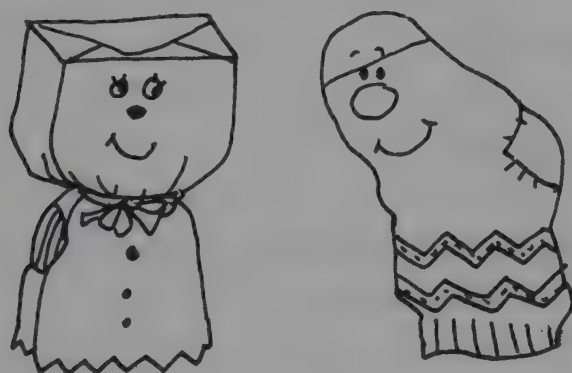
Bean bags: Four-inch squares of sturdy material (denim, muslin, oilcloth) stitched together and filled with dried beans.



Stuffed cuddly animals:

Make them of strong, soft material (denim, muslin, terry cloth) and stuff with kapok, shredded foam rubber, or old nylon stockings.

Hand puppets: Make them from old socks or paper bags.



A low bench or stool: From scrap lumber.

A set of steps: From scrap lumber, or short lengths of board.

Container and funnel for sand or water play: Cut apart a plastic half gallon bleach container, thoroughly washed.

Playhouse: Cut door and window in a packing box, or make a fitted cover of an old sheet or blanket to go over a card table. Leave an opening for a door.

Puzzles: Trace a design on plywood. Cut it into three or four pieces with a jigsaw. Paint if you wish. Or, paste a picture on sturdy cardboard and cut it into pieces.

Doll house and doll furniture:

Use large cardboard boxes, partitioned with pieces of cardboard or wallboard; or use several boxes and lids side by side. Cut out doors and windows. Use small boxes, lids, and bottle tops for furniture. Complete with paint, scraps of material, and some imagination.



When You Choose to Buy Toys

Children do not need a great many store-bought toys. But when you (or fond grandparents) buy toys, keep the following ideas in mind:

Choose toys that are sturdy, well-built, and durable. Avoid flimsy, fragile, or easily-broken play equipment. Buy toys that have no pointed or sharp edges, or separate pieces which could work loose and be swallowed. Look for play equipment suited to your child's age and abilities. Select playthings that are versatile—that can be used in a variety of ways and which encourage a youngster to use his own imagination.

Some Toys You May Want to Buy

Dolls and doll furniture

Other miniature toys: farm animals and farm equipment, little buildings, road signs.

Housekeeping toys: broom, dustpan, ironing board and iron, tea sets and cooking utensils, toy telephone, toy lawn mower, toy garden tools, doll bed or doll carriage.

Blocks: small plastic or hard rubber, small wooden blocks, large wooden kindergarten blocks.

Balls: small rubber balls, large soft, stuffed balls (plastic or fabric), large balls, football, a beach ball, Ping-Pong balls.

Small wheeled toys: toy cars, airplanes, and trucks, etc.; push toys and pull toys – small carts and wagons, wooden push trains, doll carriage.

Large action toys: a tricycle, a swing set, climbing equipment – such as monkey bars or a jungle gym.

A wading pool

Creative materials: blunt scissors, crayons, poster paints and brushes, finger paints, clay.

Puzzles (plywood or heavy cardboard):

three- or four-piece insert form puzzles for younger preschool children. Choose more complex puzzles as your child gets older.

A pounding board: sturdy pegs in a board, with wooden mallet or hammer.

Sewing cards, lacing frames or boots.

Peg games.

Beads to string.

Educational toys of wood or durable plastic.

A play workbench.

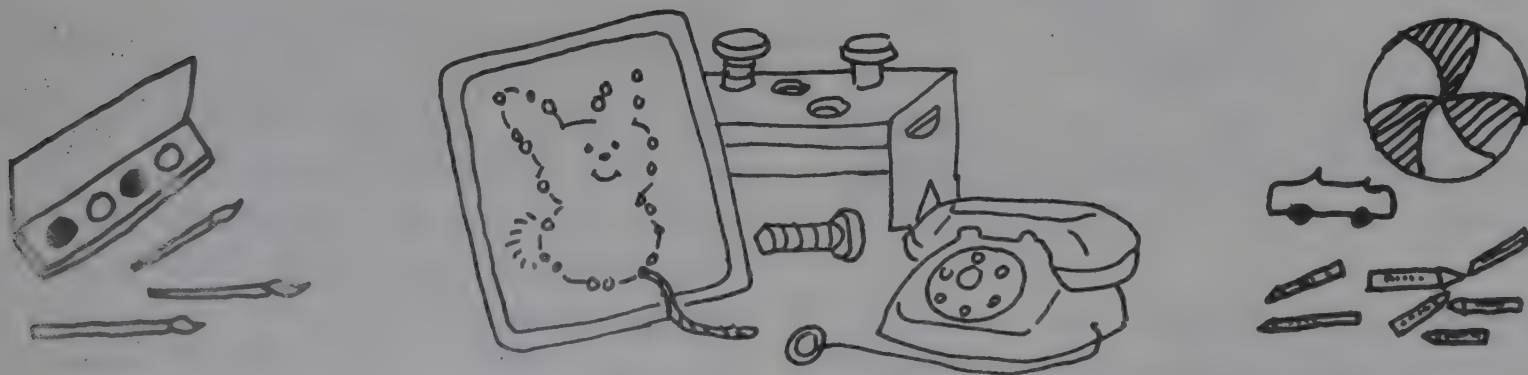
CREATIVE AND EXPRESSIVE ACTIVITIES

Everything from stacking one block on top of another to building a birdhouse is a creative activity. But there are some special kinds of play that will develop your child's imagination even more. The activities listed are among those that we have found to be satisfying for preschool children, deaf and hearing. Not all will suit you or your child: a lot will depend on your own willingness to put up with what can be a "mess." But if you can provide a reasonably suitable place for the use of paint, clay, or tools, and then help your child clean up afterwards, the fun – and the rewards – of creative activities will far outweigh the trouble. Children learn by doing!

Drawing

Materials:

1. Crayons, chalk, or felt-tipped pens (with non-toxic water-soluble colors).
2. Paper to draw on. You can use large sheets of paper (such as newsprint or shelf paper) or smaller, notebook-sized paper.



Your Part:

Once the materials are ready, the drawing is up to your child. Encourage free drawing on blank pieces of paper rather than "copy work," or coloring books, and allow your child to choose and draw with whichever colors he wants. Keep your directions to a minimum, and let your child explore drawing himself.

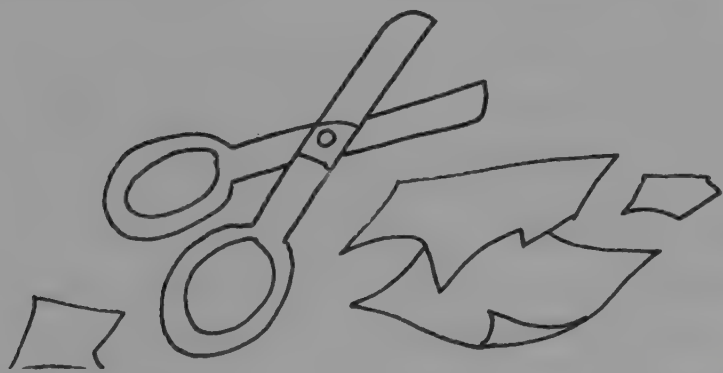
Paper Cutting

Materials:

1. Blunt-tipped scissors.
2. Paper, of different colors and textures.

Your Part:

As your child first begins to learn to cut with scissors, let him freely cut pieces of paper without worrying whether he cuts neatly. Learning to use the scissors will be hard enough. Later, when he can cut with ease, you can draw simple shapes for him to cut around, or let him cut pictures out of magazines.



Pasting

Materials:

1. Paper cut-outs, pictures from magazines, or other pieces of paper; fabric scraps. (You might do pasting as a follow-up activity to paper cutting.)
2. Large sheets of paper to paste the smaller

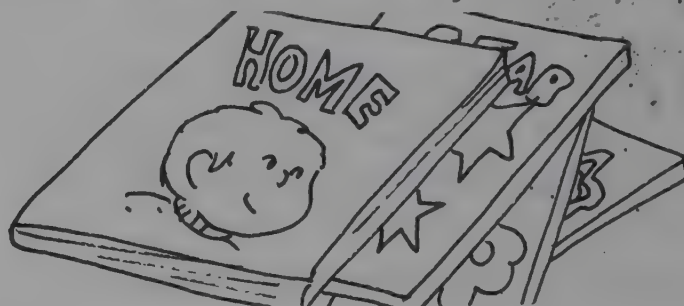


pieces on.

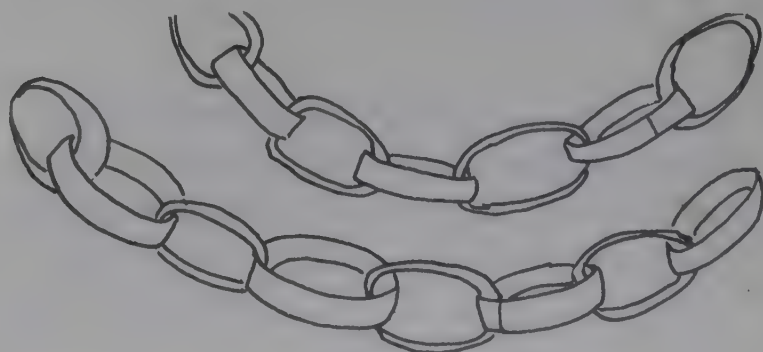
3. Paste or glue (make sure it is non-toxic).
4. Table area which is covered or protected.

Your Part:

Show your child how to spread the paste or glue on the pieces he intends to paste down. Help him, if he needs help, to apply the paste and then place the piece of paper on the large sheet you are using as a "canvas." Allow him to do as much as he can by himself.



If you do this after a paper-cutting activity, your child can make a collage of different-colored paper pieces that he has cut. Holiday collages can be made by using paper that is the appropriate color or shape for that particular holiday. You can provide holiday pictures or cut-outs for your child to paste on paper—one to a page or a collage of several pictures. These can be used for window or other holiday decorations.



Painting

Materials:

1. An easel with a tray to hold paints, standing at your child's eye level. (If you do not have an easel, a sturdy table or the floor will do.)
2. Large sheets of wrapping paper or newsprint, approximately 18" x 24".
3. Tempera paints (powdered) which are easy-flowing, washable, and non-toxic. Start with two colors and gradually add others.
4. Brushes with long handles and soft bristles, one inch long and one-half to three-fourths inches wide, one for each color of paint, preferably with the handles painted to match each color.
5. Paint containers, such as small plastic jars, or small frozen juice containers.
6. A plastic smock or apron for your child. A man's shirt with the sleeves cut off, worn backward, makes an excellent coverall.
7. Oilcloth or linoleum under the easel.
8. A porch or patio, the basement, a family room, or a corner of the kitchen is a suitable place for painting.

Your Part:

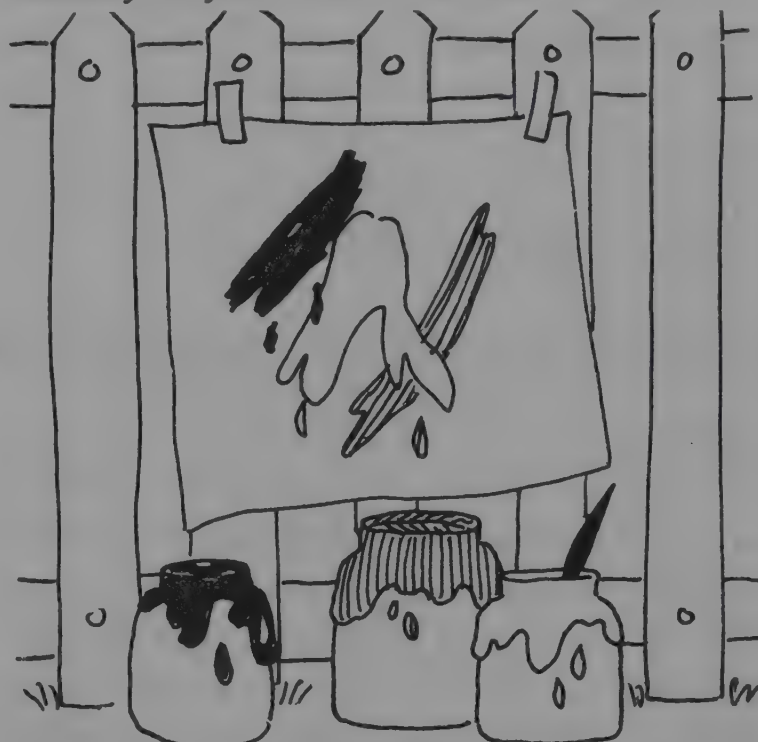
- You need not be an "artist" to provide this experience for your child. Your part is simply to set up the equipment and to set the stage for success.

Have a few understood rules. For example: "Put on an apron before you start to paint," "Paint only on the paper," "Wipe up paint

that is spilled," and "Take turns," (if other children are participating).

Treat spilling as an accident, and matter-of-factly show your child how to clean it up. He may need help.

Be on hand to remove the finished page, or to give any help that is needed, but don't "hover." Allow as much independence as possible. The amount of your participation will decrease steadily as your child learns the routine.



Allow freedom of use. For example, let your child mix the colors on the page, even though the result may not be "pretty" to you. Children love to watch the colors drip and run together. Later, when your child is past the experimental, manipulative stage, he may need to be shown how to hold and use the brush, wiping it on the edge of the container. In the beginning, leave him alone to make large, sweeping strokes with his brush and to splash the paint around as long as he keeps the paint on the paper.

Give him time to finish what he is painting. One page may satisfy him as a "turn," or he may want to do several. If he is to be stopped to go on to another activity, warn him in advance, and let him finish his page.

Fingerpainting

Materials:

1. Fingerpaint, which can be bought or made.
Here are two recipes:

A. Add dry Tempera or liquid poster paint to liquid starch, mixing thoroughly. Keep in covered wide-mouthed jars.

B. Cook 1/2 cup of cornstarch and 1 cup of water, stirring constantly. Bring to a boil. Allow to cool and add colors.

2. Fingerpaint paper or other "slick" paper (shelf paper is fine). Use sheets approximately 12" x 18" or larger.
3. Tongue depressors or spoons for dipping the paint.
4. A low table covered with a plastic cloth or oilcloth. The table should be at a height that the child can easily reach while standing.
5. Newspapers on which to put finished wet paintings.
6. A smock or apron for the child.
7. A pan of water for washing hands. It is also a good idea to have a supply of paper towels nearby, and cleaning cloths or sponges for wiping the table.

Your Part:

If you have not tried fingerpainting, you might find it a pleasant activity to share with your child. It not only offers opportunity for creative activity, but also a chance to express emotions. If your child is reluctant to join in at first, your participation may be just the encouragement he needs.

As in all activities, know in advance what you are going to do and have the stage set. See



that your child and any other children who may come in to play – as this activity is bound to attract other children – have on aprons or smocks with sleeves pulled up high.

Dip the paper in clean water and spread it smooth on the table in front of your child. (Children of five years or over like to do this for themselves.) Put about a teaspoonful of the fingerpaint on the wet paper. Whatever your child's age, start with just one color, which he may choose. Later, he may like to mix the colors.

Experiment with the paint yourself. You may want to show older children different techniques, such as the use of fingertips, fists, arms, fingernails, patting the paint for effect, etc.

When your child has finished a painting, put it on a newspaper to dry. (It will stick to the table or other hard surface.) Wipe off the table before starting another. Even very young children may do this for themselves.

Your child may enjoy dipping small sponges into the paint and making designs by dabbing. If your child is hesitant to get his hands "dirty," using sponges may encourage him to try this activity.

Working with Clay

Materials:

1. If there is native clay in your vicinity, use that. Your child might enjoy going some day to dig clay. To prepare this clay for use, you may need to put it through a coarse sieve to free it from sticks and pebbles.
2. Clay may be purchased in powder form. To prepare it for use, soak it overnight in a heavy container, such as a crockery jar. Stir it with a large spoon, or work it with your hands until it can be made into balls.
3. Clay may also be purchased in ready-mixed form, usually packaged in waterproof, plastic bags.

Note: In selecting clay for your child – and it is an excellent material – choose real clay, when possible, rather than the commercial “modeling clay.” Real clay becomes hard when dry and can be baked and kept permanently.

4. To keep clay in good condition for use, make it into balls about the size of a large apple, with a hole in each. Keep the balls in a covered container, or seal it in a plastic bag. If the balls of clay get hard, fill the holes with water, and keep it covered with a wet cloth.
5. You can also make homemade play dough which can be used in many of the same ways as clay. The “Playtime” game in this lesson gives a recipe and instructions for doing this as an activity with your child.
6. Older children like “tools” with which to work their clay: tongue depressors, cookie cutters, popsicle sticks, a rolling pin, blunt knives, and garlic presses.
7. Work on a table covered with a plastic cloth or an oilcloth, or provide mats of



linoleum or wallboard for each child. Even a young child can clean his place at the table with a damp cloth when he has finished working.

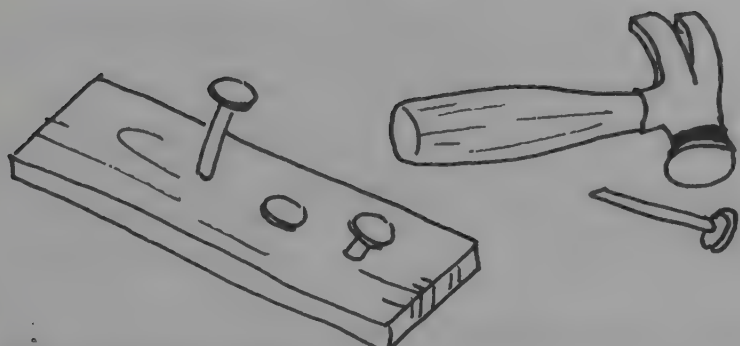
8. Provide aprons or smocks for the protection of clothes.

Your Part:

Provide aprons or smocks for the protection of clothes.

Don't start out by trying to show your child how to make something. Give him the clay and let him alone to pound or roll it as he chooses. He may only want to roll it out in a long strip, or pound it into a flat cake. Later, he may imitate figures; but if you start out making animals or forms for him, he will want to sit and watch you. The purpose of this activity is to teach him to use **his** hands and **his** imagination.

When your child has finished working, he may combine all his clay pieces and make a ball with a hole in the middle to put away, or he may want to save his pieces to dry. Have a shelf for these drying pieces. Older children may paint their dried pieces. Pieces that have hardened and are not wanted permanently may be pounded into a powder and moistened for a fresh supply of clay.



Woodworking

Materials:

1. Small pieces of soft wood, such as white pine. Scraps may be obtained from a carpenter or lumberyard. If the child is very young, pieces of wallboard.
2. Tools should be small-sized, but not toys; they should be real tools. Those found in children's tool sets do not work well enough to be satisfactory. Present hammers, saws, and brace-and-bits, when the child shows readiness for them – probably in that order.
3. Nails and screws of various sizes.
4. A workbench with a vise (if possible), or a low, heavy, steady table.
5. A tool box or convenient shelves with special places for the tools and materials.
6. Sandpaper.
7. Paint (optional).

Your Part:

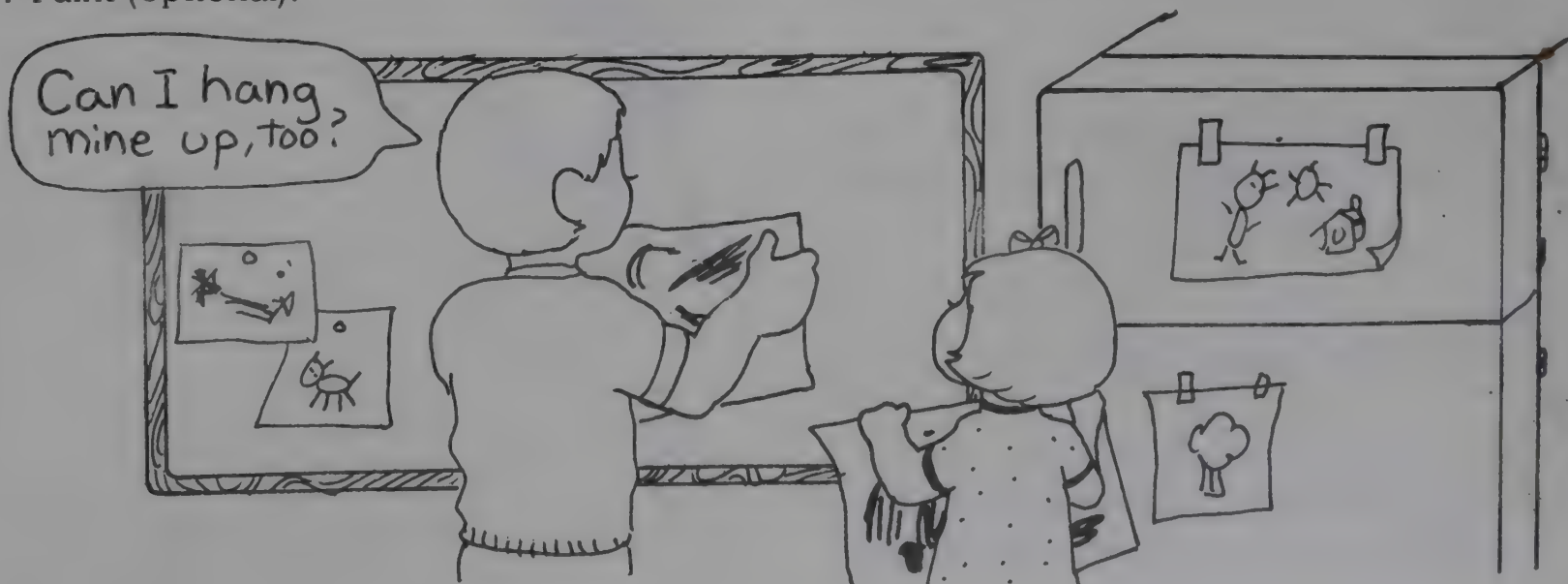
If you have a workroom in the basement or garage, so much the better. With children under six, this is one activity that requires supervision for safety, and usually cannot be carried on while the parent is doing something else. If the workbench is outdoors, stay near enough to give help and advice. As a matter-of-fact, it is often a good idea to have this as an outdoor activity, because of the noise.

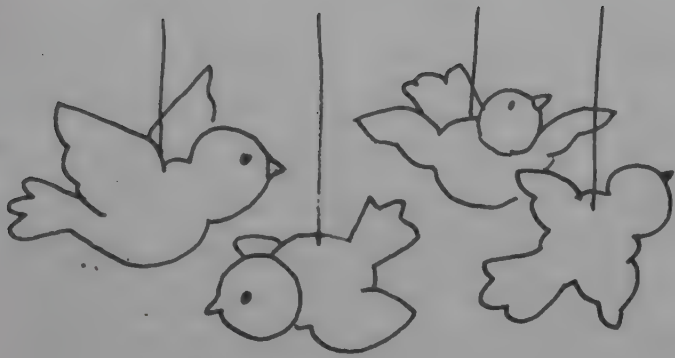
Show your child correct use of the tools. When he is finished with them, have him help clean up and put away the tools.

Appreciate Your Child's Work

Always take the time to admire your child's creations. Tell him what a good job he has done, and how pretty the picture or object is. When you proudly display his "artwork," you are helping him develop a positive idea of himself and his "work."

Provide a "gallery" to display his artwork. A wall in the play area or kitchen, the refrigerator door, or another door, all work well. Children enjoy having their work displayed. You can also have part of a shelf set aside to display your child's three-dimensional artwork.





QUIET PLAY

Play materials for a child confined to the limited space of a bed, or the seat of a car, a plane or a bus, must be portable, non-spillable, and neatly-storable in containers that prevent parts and pieces from getting lost or scattered. If you are planning to keep the child amused for several days, and you wish to introduce new toys and activities, do not plan to give your child everything at once. Bring out two or three new items each day, and take one or two away each day. Return items after a while. Rotating the toys or materials will help maintain your child's interest.

If Your Child Must Stay in Bed

The following list has suggestions for play ideas if your child is bedfast, but well enough to sit up and play in bed:

Things to look at:

(when lying down or sitting up):

- A fish tank or aquarium, ant farm, etc.
- An indoor terrarium or fast-growing plant garden (sprouting lima beans, seeds, etc.)

- Colorful posters and/or art and drawings (child might make these for the walls)
- Mobiles that hang and turn either by air movement or small motor
- Kaleidoscope

Things for creative play:

- Paper to color on, crayons, colored pencils
- Blunt scissors for cutting paper
- Molding clay, play dough
- Lego, Tinker Toys

Things for make-believe play:

- Dolls and furniture for a doll house
- Cars and push-toys to move on a bed table, low TV tray or lap table. Add garages, roads, etc. You can also use a wooden railroad train set.
- Cans and empty boxes to play "store"
- Soft cuddly toys

Other things to have:

- Handbell for your child to ring when he needs attention
- Tray to hold pieces of puzzles, toys together, provide writing and drawing surface
- Puzzles



If You Travel with Your Child

When your child must stay in a confined area while traveling, you might want to have some of the following:

Creative activities:

Crayons and coloring books
Chalk and chalkboard
Magic Slate (disappearing write-on surface with stylus)
Sticker books with paste-in illustrations
Gummed reinforcements (from stationery store) to paste on paper as designs
Glue stick and cardboard to make collages
Plastic paste-on sets
Airplanes, boats, etc., made by folding paper
String or yarn – different colors and lengths, To braid or tie together, To paste on cardboard in designs

Take-apart, put-together toys:

Sorting box
Nesting toys, stacking toys
Cans of different sizes to fit inside each other
Styrofoam and pegs of different colors
Giant plastic links, pop beads
Weaving squares, lacing boards
Beads on a shoestring, buttons on carpet thread

Things to Look At

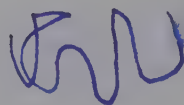
Books, magazines, toy catalogs
Magazine pictures on cardboard or a scrapbook made before the trip
Picture Lotto
Radio
Records and phonograph

PLUS ANY OF THE TOYS
FROM THE LIST BELOW

Other Things for Play:

Flashlight
Magnets – Regular magnet to attract small metal bits or another magnet; round magnets with holes available from radio-electronic supply stores can be stacked to make cars, buildings, etc.
Magnifying glass
Padlock with key tied to padlock
Paper windmills or pinwheels
Slinky
Hand or finger puppets
Small plastic animals, figures, etc.

Any of the suggestions offered in the list for the bedfast child can be also adapted to traveling. Other sources for suggestions are your local library and the educational supply store in your area.



Games and Activities

AN EVERYDAY ACTIVITY

Description: BATHING

Purpose of the Game:

To expose your child to language used during bathing.

To help your child listen to the sound of running water.

What You Need:

You.

Your child.

A bathtub.

When to Play:

Bath time.

What to Do:

1. Talk to your child as you get him ready for his bath. As you undress him, talk about the parts of his body:

"PULL YOUR ARM THROUGH."

"YOUR FOOT IS STUCK."

"YOUR FACE IS DIRTY."

(Perhaps while looking in a mirror.)

Try to take his hearing aid off last, so he will have the maximum benefits of listening to your words as long as possible, as well as looking. This may help him later recognize



words like **foot** or **arm** when he is in the tub. He is then relying more on lipreading.

2. Let your child help turn the water on and off. Call the sound of the running water to his attention.

"LET'S TURN THE WATER ON." (OFF)

"LISTEN! THE WATER'S RUNNING."

"THE WATER IS HOT!"

"NOW THE WATER IS COLD!"

3. Once your child is in the tub, talk to him about what he and you are doing.

"LET'S WASH YOUR ARM."

"HERE'S THE SOAP."

"LOOK AT THOSE DIRTY LEGS!"

"SEE! YOUR HANDS ARE CLEAN."

4. Talk about his bath toys and other things in the tub:

"HERE'S YOUR BOAT."

"SAIL YOUR BOAT."

"THE DUCK SAYS, 'QUACK, QUACK.'"

"THE SOAP FLOATS."

"SQUEEZE THE WASHCLOTH. SQUEEZE HARD."

5. Talk about his feelings:

"YOU SPLASHED. THAT'S FUN."

"YOU DON'T LIKE HAVING YOUR HAIR WASHED."

"ALL DONE?"

6. If you use bubble bath, scoop up a handful of bubbles and blow them. Encourage your child to do the same. This is a good chance to practice "blowing" – which was the activity for the "Speech" game in Lesson Three.

Variations:

1. Brushing teeth and washing hands are other times when water is turned **on** and **off** and is **hot** and **cold**. Hands can be

dirty, muddy, and clean. You can also say: "LET'S WASH YOUR HANDS." "YOUR HANDS ARE CLEAN." "DRY YOUR HANDS."

2. Bathing a baby doll in a dishpan or sink allows you to practice much of the same language. There is an advantage in that your child can wear his hearing aid – protected (if it is a body aid) by a plastic apron, of course. Dolls need to be dressed and undressed, too. This gives you more chance for repetition of language.
3. Talk about parts of the body while dressing and undressing your child.

If Your Child is Ready: Advanced Language and Skills

As your child learns some of the basic language for bathing, expand what you say.

"IS THE WATER COLD?"

"THE WASHCLOTH SANK."

"LOOK! THE SOAP FLOATS."

"BE CAREFUL! THE FLOOR IS SLIPPERY."

"YOU WANT TO BLOW MORE BUBBLES."

"LET'S WASH BOTH LEGS."

"RUB A LITTLE MORE ON THAT KNEE."

PLAYTIME

Description: MAKING PLAY DOUGH

Purpose of the Game:

To introduce language used in measuring, mixing, coloring and molding play dough.

To provide your child with an opportunity to explore and create.

What You Need:

Large bowl.

Measuring cups.

Large mixing spoon.

Food coloring, several different colors.

Tools: cookie cutters, rolling pin, garlic press, pizza cutter.

Flour, in a salt shaker. (Some brands can be purchased in shaker cans.) This is used to prevent sticking, as with pie dough.

Basic Recipe

1 c. flour

$\frac{1}{2}$ c. salt

Water (enough to moisten)

Mix flour and salt, add enough water to moisten. Divide into three parts, and color each part with food coloring. This dough can be kept for a long period of time in a plastic bag or waterproof, airtight can.



For creamier, less sticky dough:

1 c. flour

1- $\frac{1}{2}$ c. salt

4 T. lard (not vegetable shortening)

1 c. colored water

What to Do:

1. Put the ingredients for making play dough on the table. Help your child measure the ingredients and pour them into the bowl. Talk about each step of the mixing:

"TAKE ONE CUP OF FLOUR."

"ADD ANOTHER CUP OF FLOUR."

"POUR THE FLOUR."

"HERE IS SOME SALT."
"POUR THE SALT."
"POUR THE WATER."
"MIX IT."
"IT'S LUMPY."
"STIR IT."
"SQUEEZE IT."
"IT'S SQUISHY."

2. When the play dough is mixed, divide it into three parts. Count them with your child:

"ONE, TWO, THREE."

3. Let your child choose a color for the play dough. Mention the color. You could say:

"THAT'S BLUE."
"LET'S COLOR IT BLUE."
"PUT SOME BLUE IN."
"MIX IT."
"LOOK! IT'S BLUE!"

Then let your child choose another color and follow the same routine in conversation.

4. Continue until all three parts are colored. If you are working on color names with your child, you may want to talk about the colors, not only when you mix them, but later as he plays with the dough. If you are working on counting, emphasize the num-

bers, ONE, TWO, THREE as you separate the dough and again as you color it.

5. Let your child play with and mold the play dough you have made together. He can roll it, cut it and shape it in a variety of ways. Talk about what he does with the dough:

"ROLL, ROLL, ROLL IT."
"HERE'S A CIRCLE."
"SEE, IT'S ROUND."
"CUT THE CIRCLE."
"GOOD FOR YOU!"

6. Your child can create many things with play dough. Let him take the lead, and look at what he makes from his perspective. To him, making a "worm" is a great accomplishment! Appreciate his efforts.

If Your Child is Ready: Advanced Language and Skills

Help your child create new colors by mixing two different food colorings together. If you mix blue and yellow together, for example, you could say:

"LET'S MAKE A NEW COLOR."
"ADD ONE DROP OF BLUE."
"NOW A DROP OF YELLOW."
"MIX IT."
"LOOK! IT'S GREEN."

THINKING

Description: MAKING JELLO

Purpose of the Game:

To introduce your child to the concept that things can change in form (as from liquid to solid) during food preparation.

To provide language during an activity you can share with your child.

What You Need:

A package of jello.

A bowl.

A large spoon.

Boiling water.

Ice cubes (optional).

Molds or serving dishes.

When to Play:

Any time.

What to Do:

1. Put the jello, bowl and spoon on the kitchen table.

2. Sit at the table, facing your child. Hold up the box of jello, and say something such as:

"THIS IS LIME JELLO."

"WE'RE GOING TO MAKE JELLO."

"IT'S GREEN."



3. Allow your child to handle and look at the box. Then say: "OPEN THE BOX."

4. Help him if he needs assistance, but let him do as much as he can on his own. Once the box is open, have him pour the jello powder into the bowl. When he looks at you, you can say something such as:

"POUR THE JELLO."

"GOOD FOR YOU!"

"YOU POURED THE JELLO!"

5. Let him taste the powder if he wants to—show him he can, by putting your finger in and then licking it.

"UMMM. TASTE IT."

"THE JELLO IS SWEET."

"IT'S GOOD."

6. Show your child the boiling water and say, "IT'S HOT!" Then pour the water into the bowl. Let him stir the jello. You can say:

"STIR THE JELLO."

"STIR A LITTLE MORE."

"THE JELLO IS GREEN."

7. If you have been teaching color names, choose a color that you have been working on – or choose your child's favorite color or flavor. Talk about the color of the gelatin. Match it to other objects the same color – perhaps your child is wearing a green shirt or has a green ribbon in her hair. Talk about both of them being green.

8. To better help your child observe the process as the gelatin gels, use the quick-set method. Add two cups of ice cubes (instead of a cup of cold water). Stir until the gelatin thickens; remove any unmelted ice cubes. The gelatin can be eaten as is, or will completely gel in about 30 minutes in the refrigerator.

Variations:

1. Making pudding is a similar task and allows for repetition of language. Instant pudding thickens quickly so your child can see the change. If you use an electric mixer, also call your child's attention to the sound the mixer makes.

2. Instant pudding can be used to make popsicles. Pour it into small molds or an ice cube tray – place a stick in each portion before freezing. Lemonade and fruit juices can also be used for popsicles.

3. Special holiday treats can often be simply made – red jello in a heart-shaped mold for Valentine's Day; orange jello can be molded to look like a pumpkin for Halloween.

4. As your child grows, you may want to do more cooking activities together. Cooking offers many opportunities for your child to observe changes in form. When you bake cookies, for example, he can see the soft dough change into crisp cookies. Whipping cream or egg whites until they are stiff is another example. And melting butter or chocolate for cooking will allow your child to see some other effects of heat.

5. You can also point out how objects change form when ice cream or ice cubes melt.

If Your Child is Ready:

Advanced Language and Skills

After your child knows color names for gelatin and pudding, introduce flavor names, such as: **cherry, lime, strawberry, etc.**

LISTENING

Description: RESPONDING TO VOICE

Purpose of the Game:

To help your child learn to respond to voice and eventually to his own name.

To help your child learn to search for and find (localize) the source of sound.

What You Need:

Yourself.

A helper.

When to Play:

Any time.

What to Do:

1. Sit beside your child while your helper stands behind him (one to two feet) and calls his name. Point to your ear and say, "I HEARD THAT!" Then direct your child to turn and look at the speaker.
2. If your child does not respond, look at him in a questioning way. Point to **his** ear and say, "LISTEN." Then have your helper call his name again. Repeat this several times, but end the game while it is still fun for you and your child.
3. It may take a while for your child to respond to the sound of a voice. While he is learning, you can still have fun with this activity.



4. Praise your child if he responds. When he responds consistently, have your helper move farther away and/or use a softer voice.

Variations:

1. Vary the game by varying the speakers – change from man to woman, boy to girl. (A man's voice is more powerful and lower in pitch than a woman's. A young child's voice is least powerful and usually highest.)
2. Vary the position of the helper (speaker). The speaker could stand behind your child, but more to the right or left of your child to make it easier for your child to localize. Or have the helper stand up higher (on a chair) or sit on the floor, so your child hears voice from above and below ear level as well as at ear level.

3. Call your child by name when going into his room in the morning or after a nap.
4. When you return from work or an errand, call your child's name. This is more difficult for your child because he may not be aware of your presence. If your child does not respond after his name is called twice, have someone else say, "LISTEN, DADDY'S OR MOMMY'S HOME." You should then call the child again.
5. Call your child throughout the day, whenever it is appropriate.

calling. The choice can be boy or girl, right or left.

2. For the still more advanced child, play "Auditory Hide 'n' Seek." You should hide, behind a chair for example, while your child covers his eyes, or is taken out of the room by another person. Your child returns, or uncovers his eyes, and you call his name from your hiding place.

To make it more fun, give your child a chance to hide. Sometimes this is the simplest way to teach the game to a child, and provides encouragement for your child to use his voice. Don't miss the opportunity to provide other appropriate language:

"WHERE'S MOMMY?"

"NO PEEKING!"

"YOU FOUND MOMMY."

"SHE WAS BEHIND THE CHAIR."

"SHE WAS NEXT TO THE SOFA."

"DADDY WAS HIDING IN THE CORNER."

"NOW YOU HIDE."

If Your Child is Ready: Advanced Language and Skills

1. Once your child learns to respond to the basic game, use two speakers – this is a good way to involve brothers and sisters or grandparents. Let your child guess who is

SPEECH

Description: SPEAKER AND LISTENER

Purpose of the Game:

To provide your child with the opportunity for vocal play in preparation for speech.

What You Need:

Something to use as a "microphone" (a spoon, a sponge ball on a stick, or even your fist).

When to Play:

Any time.

What to Do:

1. Sit close to your child: on the floor, on a couch or at a table. Hold the "microphone" near your face but make sure your child can still see your mouth. Repeat some rhythmic vowel sounds, such as "AH-AH" or "OO-OO." Hand the "microphone" to your child and encourage him to vocalize. Show him that you are pleased if he does so.
2. Take the "microphone" back and repeat the vowel sound, "AH-AH" again, even if your child makes no response. Then give him another turn with the "microphone."
3. At first, accept and reinforce **any** sound your child makes. Don't be too concerned if he responds "UH" to your "AH-AH."



4. When your child is able to give a consistent response, then you can model a pattern for him to imitate. If you say, "AH-AH," encourage him to respond "____-____" or if you say, "AH-AH-AH," encourage the same "____-____-____" pattern. You may help him by lightly tapping the right number of syllables on his arm as you speak.

If Your Child is Ready: Advanced Language and Skills

1. When your child can respond by matching your pattern and approximating your vowel sound, introduce a second sound, "OO-OO" or "OH-OH." Continue as before, encouraging your child to repeat by handing him the "microphone." Once your child is imitating two sounds, notice if they

are truly different. They need not be perfect replicas of your sound but his response should indicate that he **understands** that they are different. This is a big step forward. Then your child is ready for a third sound.

2. If your child is able to imitate your early vowel sounds, gradually increase the number of sounds. Use vowel sounds such as,

“AH,” “OH,” “OO” and “UH” and combinations of consonants and vowels such as, “BAH,” “BOH,” “BOO,” “BEE,” “LA,” “LEE,” “LOO,” etc.

3. When your child is imitating several sounds and combinations of sounds, introduce “singing.” Have him try to sing “LA-LA-LA” and “OO-OO-OO.” Then have him combine them into a little song “LA-LA-LA, OO-OO-OO.”

Highlights

Play is the real business of childhood. Through play, children develop physically, mentally, and socially. Children need opportunities for different kinds of play. They need active play to develop large muscle coordination. Creative play stimulates their imagination and develops fine motor coordination. Dramatic

play allows children to experiment with adult roles. As they grow they need to play with others. Since young children are absorbed in play, it is through play that much of their early language develops. Watch for opportunities to supply language to match your child's thoughts and feelings as he plays.

SPACE FOR PARENTS' NOTES

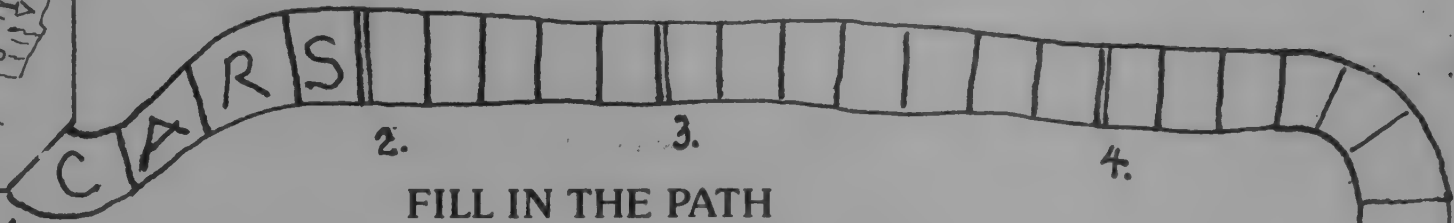
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. On the right side of the page, there is some faint, illegible handwriting or smudging, possibly from a previous page or a stamp. The overall appearance is that of a standard piece of stationery or notebook paper.

SEND US YOUR FOURTH REPORT SOON. KEEP US INFORMED OF YOUR PROGRESS. WE ARE HERE TO HELP.

(There is more space for your notes on the back of this page – or you may prefer a notebook.)



LANGUAGE THROUGH PLAY



FILL IN THE PATH

WITH THE WORDS FROM COLUMN B

9.

COLUMN A

Phrases and sentences you might say:
(Find the appropriate game, toy or activity in COLUMN B.)

1. "Park here."
2. "Watch out! It's dripping."
3. "The light's green. Let's go!"
4. "You're going fast."
5. "You dug a big hole!"
6. "You're the daddy."
7. "The duck is swimming."
8. "Oops - they fell down!"
9. "You need eyes for the snowman."
10. "Here's a bag for the food."
11. "Roll it. Make a worm."
12. "You're splashing."
13. "Catch it. Oh, it bounced."
14. "That's pretty. Here's a hat."
15. "You need a push."
16. "This goes in the bedroom."
17. "Drive it up. We'll fix it."
18. "Whee! Climb up again."
19. "She needs her bottle."
20. "Swing! That's a strike"

17.

COLUMN B

What activity, game or toy might your child be enjoying?

- clay
- paint
- doll
- blocks
- ball
- ~~cars~~
- skates
- baseball
- walking
- tricycle
- slide
- swing
- sand
- water
- crayons
- snow
- playhouse
- playstore
- dress up
- dollhouse
- toy farm
- toy garage

18.

19.

20.



ANSWER KEY:

1. cars
2. paint
3. walking
4. tricycle
5. sand
6. playhouse
7. toy farm
8. blocks
9. snow
10. playstore
11. clay
12. water
13. ball
14. dress up
15. swing
16. dollhouse
17. toy garage
18. slide
19. doll
20. baseball

This is for **your** review and enjoyment only. Please do **not** return it to us.

Other Sources of Information and Help

YOU AND YOUR CHILD

The Power of Play, by Frank and Theresa Caplan, 1973.

(Includes an in-depth look at all aspects of play and ideas for play activities for children of different ages and stages.)

Fathers are Parents, Too: A Constructive Guide to Successful Fatherhood, by Oliver S. English, M.D., 1951.

(One of the earliest books written for fathers. Helpful for mothers, too!)

The Complete Book of Child's Play, by Ruth E. Hartley, Ph.D., and Robert M. Golden-son, Ph.D., 1970.

(Contains ideas on using household items as play materials and directions for building outdoor play equipment.)

Art: Basic for Young Children, by Lila Lasky and Rose Mukerji, 1980.

(Contains ideas for art activities for children.)

How to Fill Your Toy Shelves Without Emptying Your Pocketbook, by the Southwest Educational Development Laboratory, 1976.

(Contains ideas for fun and inexpensive toys.)

Order from:

Anchor Press
Doubleday and Company, Inc.
245 Park Avenue
New York, New York 11530

Belmont Books
66 Leonard Street
New York, New York 10013

Apollo Editions
Harper & Row Publishers, Inc.
10 East 53rd Street
New York, New York 10022

National Association for the
Education of Deaf Children (NAEYC)
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Feeling Strong, Feeling Free: Movement Exploration for Young Children, by Molly Sullivan, 1982.

(Many ideas for movement activities and songs for children of different ages.)

Safe Toys for Your Child, Office of Child Development. Children's Bureau Publication No. 473-1971.

(Contains information on safe toys.)

National Association for the
Education of Young Children (NAEYC)

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

EDUCATION OF DEAF CHILDREN

Language Motivating Experiences for Young Children, by Rose C. Engel, 1972.

(Contains many excellent ideas for activities for children, instructions on what to do and things to talk about.)

Teaching Communication Skills to the Preschool Hearing-Impaired Child, by Mary Wood Whitehurst, 1971.

(Includes short action songs and games designed to develop communication skills in preschool hearing-impaired children.)

Educative Toys and Supplies
6416 Van Nuys Boulevard
Van Nuys, California 91401

Alexander Graham Bell Association
for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007

It is not necessary for you to read these books. If you want to order any of them, ask publishers for prices. Some may be available from your local library or its inter-library loan system.

JOHN TRACY CLINIC CORRESPONDENCE COURSE FOR PARENTS OF YOUNG DEAF CHILDREN

PART B-PRESCHOOLERS

Lesson B-V

Dear Parents,

Now that you have already completed four lessons, you are well on your way to becoming a "pro." You know a good deal about how to communicate with your child, how to match his thoughts and wishes with words. You know the importance of play in your child's life. And you have learned that his play provides countless natural, recurring opportunities for language learning. You know how important it is for you to be there, to be ready to provide the words that your child needs.

In Lesson Five we offer suggestions concerning general language teaching. We provide examples of the kind of language that accompanies many typical daily activities – activities which you and your child are already doing. These are only suggestions; your routine may differ in one, several, or many ways. Read the suggestions and choose those that fit into your normal routine. Before and after the activity, give a few minutes of thought to the language involved. Were you able to use the language you planned? What opportunities came up for spontaneous, or unplanned, language? What opportunities were missed? This kind of thoughtful reflection will help you become more skilled in providing language. Remember, however, just as your child is doing his best, so are you. Don't worry about lost opportunities – we all have them. Becoming aware of them will help you take advantage of them when they arise again.

In this lesson we also discuss social development. We offer some general guidelines concerning social development, so you will have an idea of what to expect at different ages. We know your child probably won't fit neatly into any one age description. He may be slower in some areas and more advanced in others. But it is important for you to have a **general idea** of the order in which children develop various social skills so that you can set appropriate objectives for your child.

John Tracy Clinic

JOHN TRACY CLINIC

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Communication

GENERAL LANGUAGE IDEAS

There is more than one "right" way to talk to your child. Each child and each parent enrolled in this Course is an individual. How or when you talk to your child, and what you talk about depends on your child and you – on his language level, his interests and yours.

We hope that by now you are talking naturally to your child throughout the day as you go through your normal daily routine. This doesn't mean non-stop talking. It simply means that each daily activity in which you and your child participate can and should be a language-learning activity.

This may be difficult at first. Sometimes parents have fallen into the habit of being silent around their child. Or parents know they should talk but are at a loss as to what to say. Or they think of the "right" words only after the opportunity has passed. It may help to look at your normal daily routine and see the possibilities **already** present for language learning.



Remember, **what** you say to your child depends on his interests; **how** you say it depends on his language level.

DAILY FAMILY ROUTINES

As you look at your daily activities from this new standpoint – that of language learning – you may find that even routine activities come to life. Let's look now at some typical activities and their language possibilities.

Mealtime

Breakfast, lunch, dinner and snack time provide countless opportunities for language learning. Sitting at the table with your child allows you to be close enough for him to make good use of his hearing, and places you at his eye level for lipreading. You have his attention because he is hungry. He is ready to eat and ready to learn. Talk about his food. You might say:

"HERE'S YOUR EGG."
"HAVE SOME CEREAL."
"DO YOU WANT BUTTER?"
"THE MEAT IS GOOD."
"YOU ATE ALL YOUR SOUP."

You can talk about the utensils he uses:

"HERE'S YOUR PLATE."
"YOU NEED A SPOON."
"YOU DROPPED YOUR FORK!"
"YOU HAVE A BIG CUP."

Other common phrases may be:

"YUM, YUM! THE PUDDING
IS GOOD."

"YOU LIKE MILK."
 "THE JELLY IS SWEET."
 "YOUR HANDS ARE STICKY."
 "DO YOU WANT MORE CARROTS?"
 "YES, YOU ARE HUNGRY."
 "OH, WHAT A FACE!"
 "IT MUST BE SOUR."
 "YOU DON'T LIKE THE SOUP."
 "MAKING A MESS IS FUN!"
 "YOU DON'T WANT ANY MILK."

These are just a few of the things you can say.
 Your child's likes and dislikes will give you
 many more ideas.

Before and After Meals

As you prepare for the meal, you will have
 many chances to introduce and reinforce
 language. Try to include your child in some
 part of the preparation. Most children love to
 help. Setting the table, for example, is some-
 thing even very little ones can do, and you
 can talk to your child at each step of the
 activity. You can say:

"WE NEED SOME FORKS."
 "GIVE DADDY A PLATE."
 "HERE'S MOMMY'S PLATE."
 "PUT YOUR PLATE ON THE TABLE."
 "WE NEED TWO CUPS."
 "YOU PUT A CUP ON THE TABLE."
 "PUT ANOTHER CUP ON
 THE TABLE."
 "HERE ARE THE NAPKINS."

As you take things out of drawers and cup-
 boards, you can use words such as **open** and
close or **shut**. Things are put **on** the table
 before mealtime and taken **off** afterwards.
 You can point out that foods are **hot** and
cold.

The after-dinner clean-up is also full of oppor-
 tunities for language. New words can be
 introduced and others used again in a different



way. You might say, "LET'S WASH THE
 TABLE," and "WASH THE DISHES." Plates,
 spoons, forks, cups and bowls are taken **off**
the table and put **in the sink** or **dishwasher**.
 Water, like food, can be **hot** or **cold**. And
 when the dishes are washed and dried, they
 are put away. Forks, knives (no sharp knives),
 and spoons are often stored in divided drawers.
 This is a wonderful chance for your child to
 learn categorizing. You can show him how to
 sort the silverware, and then reinforce the
 action with language:

"PUT THE FORK THERE."
 "THE SPOONS GO HERE."
 "THIS IS FOR BIG SPOONS."
 "THIS IS FOR LITTLE ONES."

Snack Time

Another opportunity for teaching language is
 at snack time. As you show your child the
 food for the snack, talk about each item. Give
 him one at a time. If he wants more, ask, "DO
 YOU WANT ANOTHER CRACKER?" or "DO
 YOU WANT MORE MILK?" Always give your
 child a little less than you think he will want.
 This will provide you with another opportunity
 to repeat the words and a chance for him to
 once again use the words he knows.

Don't expect things to always go smoothly and according to plan. Often the unexpected and unplanned provide the best language opportunities:

"YOU DROPPED YOUR CRACKER."

"THE CRACKER BROKE."

"OH! THE MILK SPILLED."

"LET'S WIPE UP THE MILK."

And don't forget his feelings:

"YOU'RE HUNGRY."

"YOU LIKE MILK."

"UMMM! THAT'S GOOD!"

As your child grows, the same simple snack can provide language that grows with him. Provide choices:

"DO YOU WANT MILK OR JUICE?"

"DO YOU WANT A BIG GLASS
OR A LITTLE GLASS?"

"DO YOU WANT AN APPLE OR
A BANANA?"

Bedtime

Bedtime is another daily activity that is rich in language learning opportunities. As you help your child get ready for bed, you can use over and over again words and expressions you want him to learn. Talk about your child's clothing as you help him get undressed and into his nightclothes:

"LET'S TAKE YOUR SHIRT OFF."

"NOW YOUR PANTS."

"PULL YOUR SOCK."

"PULL HARD."

"LET'S PUT ON YOUR P.J.'S."

(PAJAMAS, NIGHTGOWN, or NIGHTIE)

Talk about the parts of your child's body, as he undresses and dresses:



"WHERE'S YOUR FOOT?"

"PULL IT OVER YOUR HEAD."

"THERE'S YOUR ARM."

"YOU PUSHED YOUR ARM
THROUGH!"

As you undress your child, there are many opportunities to use the word OFF:

"LET'S TAKE YOUR SHOES OFF."

"TAKE YOUR PANTS OFF."

"YOU TOOK YOUR SHIRT OFF."

And there are many other wonderful words and ideas. Think of some that fit your child's interests and language level. Here are some examples:

"OPEN THE DRAWER."

"YOUR PAJAMAS ARE SOFT."

"YOUR PAJAMAS ARE WARM."

(BLUE, RED, NEW, BIG)

"YOUR FOOT IS STUCK."
 "PULL YOUR PANTS UP." (DOWN)
 "THROW YOUR CLOTHES
 IN THE HAMPER."
 "LET'S BUTTON YOUR NIGHTIE."
 "TURN THE COVERS DOWN."
 "PULL THE COVERS."
 (SPREAD, BLANKET)
 "CLIMB INTO BED."
 "SHALL WE READ A STORY?"
 "GET THE BOOK."



And then there is all the language that goes with the story or the pictures that you look at.

Often, the time just before going to bed is a quiet time, a reflective time, a time for parent and child to share good feelings. This is a great time to talk to your child about how special he is.

"I LOVE YOU."
 "YOU'RE SUCH A BIG BOY!"
 "GIVE ME A HUG."
 "HERE'S A BIG KISS."
 "GOOD NIGHT."

Washing Up and Brushing Teeth

Washing up can be a learning time, too.

Remember, if your child is not wearing his hearing aid, you will have to be especially careful to let him see you clearly. You may even want to have the light on if your bathroom is dark during the day – another opportunity for language as the light is **turned on** and **turned off**. Water is also **turned on** and **turned off**; it is **hot** and **cold**.

As you help your child wash his face or hands, you can say:

"GET THE SOAP."
 "RUB IT."
 "IT'S SLIPPERY."
 "OOPS! YOU DROPPED IT."
 "RINSE YOUR HANDS."
 "HERE'S THE TOWEL."
 "RUB, RUB, RUB."
 "THE TOWEL IS SOFT."

Brushing teeth is not always a child's favorite activity. Letting your child select his own toothbrush at the store – his favorite color or cartoon character – may make it more special for him. While you help him brush his teeth, the **tube** is **squeezed**; the **water** is again **turned on** and **off**. As he brushes, you can repeat the words **up** and **down** to remind him how to brush.

Household Chores

Chores! There are always things that need to be done around the house. Chores are always with us. They are activities we repeat again and again – every day, every week, or every month. It is this **repetitiveness** of household chores that makes them ideal for teaching language to your child. Your child must hear and see the same words and phrases over and over again, in a variety of situations, before he will understand them.

Chairs and **tables** need to be **dusted** and **cleaned**. Chairs have **arms**, and tables and chairs have **legs**. **Dustcloths** can be **clean** and they get **dirty**; they are **big** and **little**, **new** and **old**. Sometimes they even have **holes**. The **top** has to come **off** the container of cleanser, and **dirt** comes **off** the tables as the **top** is cleaned. **Baskets** get **dumped out** and then they are **empty**. **Floors** are **swept** and **washed**. Sometimes you have to **rub hard**. Dirt is **picked up** in a dustpan, and toys and bric-a-brac are **picked up** and **put away**. And those drawers and closet and cabinet doors are **opened** and **closed** as things are put away.

Beds need to be made every day. Here's a chance to talk about pillows, blankets, sheets, spreads, and quilts. Sheets and blankets are **pulled up** when making beds. You can talk about what color they are: **white**, **blue**, **yellow**, **green**. When your child can tell the difference, you can point out if they are **checked** or **striped**. Sometimes there are flowers or pictures on them which you can talk about, too. As you make the beds, talk about who they belong to: "THIS IS MOMMY'S AND DADDY'S BED. IT'S BIG." "TOMMY SLEEPS HERE. THIS BED IS LITTLE." Beds can be **big** or **little**; they can be **soft** and **warm**.



Laundry

Doing laundry is another task which is frequently repeated and, therefore, a great language-learning activity. Clothes get **dirty**. They are **washed** and **folded**. Even very young children can help with this. Here again you have opportunities to use words such as **big**, **little**, **Mommy's**, **Daddy's**, and **Tommy's**. And every article has a name: **pants**, **shirt**, **sock**, **skirt**, **sweater**, **jacket**, and **underwear**. When your child has learned the names for these pieces of clothing, expand his language level and teach him new words: **pants**, for example, might be **slacks**, **shorts**, **jeans**, or **CORDS**. Talk about whether they are **new** or **old**; or they might have **pockets**, **buttons**, **zippers**, **belts**, and even **holes**. You can talk about what color clothes are, and whether they are **plaids**, **stripes**, **checks**, or **prints**.

Laundry can be sorted and placed in piles by article – as in the “Everyday Activity” game in Lesson Three – pants in one pile, shirts in another. Or they can be sorted by ownership: Mommy's clothes in one pile, Daddy's in another, and Tommy's in still another.

After the laundry is folded, it must also be put away. Using your child's help for this will allow you to reinforce language used earlier.

THE GREAT OUTDOORS

You and your child probably spend some time together outdoors – especially in nice weather. Here, too, there are many naturally recurring experiences for language learning. You will have to remember, even more than indoors, to be close to your child so that he can both hear and see what you say.

Working in the Yard

Most children delight in helping with outdoor chores, such as cutting grass, shoveling snow, raking leaves, and watering the lawn. A small snow shovel, rake, or toy lawnmower makes it even more fun. Words and expressions like **push** and **push hard** come up over and over again while mowing or shoveling. Leaves fall down and they are raked, picked up, and sometimes put in bags or containers. And, of course, jumping in a pile of leaves is great fun for children of all ages. You can also talk about their colors: **red, green, brown, and yellow**; or their size: they are **big** and **little**. They are brittle and sometimes they **break**. You might use leaves to practice counting with your child: “ONE, TWO, THREE, FOUR.”

If you enjoy gardening, allow your child to help you. He will enjoy digging (be sure you let him know exactly where he **may** dig), planting seeds, seedlings, or bulbs. Talk to him about the growing plants; talk about weeding and watering and how that helps the plants. You can encourage your child's interest in gardening by providing him with a small shovel or hoe and, if possible, even a little garden patch of his very own. Talk about his hard work. Spend a few minutes each day talking about his garden with him as you help him water and watch his garden grow.



Odd Jobs

Many families carry their trash to the curb each week to be picked up and carted away. Let your child help by carrying a small box or bag to the curb. Let him help take the lid **off** the trash can and put some trash **in**. You might say, “LISTEN! HERE COMES THE TRUCK. IT'S A BIG TRUCK.” After the truck has left, “THE TRUCK IS GONE.”

Simple things like collecting the mail, the newspaper, or bringing in the milk can be occasions for conversation. They take only a few minutes and a few steps, but you can talk about these events before, during and after you have done them. You might say:

“LET'S GET THE PAPER.”
“OPEN THE DOOR.”
“PICK UP THE PAPER.”
“IT'S NOT HEAVY.”

When you believe your child understands this language, he might enjoy **getting the paper** or the **milk**.

Cleaning the garage, toolshed, basement, or workshop can provide many topics for conversation. Bundling up old papers and magazines is a good job for a little helper and there is a lot to talk about: "WHERE ARE THE PAPERS?" "PUT THE MAGAZINES ON TOP." "PUT YOUR FINGER THERE," (as you tie a knot in the string that holds the papers together). "WHAT A BIG HELPER!" "THANK YOU."

Washing the car is another activity that children enjoy. Again, you can talk about turning the water **on** and **off**. You can point out that the **wheels** are **dirty** and need to be **cleaned**. You might tell your child:

"OH! LOOK HOW CLEAN!"

"IT SHINES."

"WE NEED A RAG."

"THE RAG IS WET."

If you do minor repairs on your car, your child may want to help by handing you tools. This is another chance to introduce language. "GIVE ME THE WRENCH." "I WANT THE PLIERS." "THANK YOU." **A word of caution:** some tasks and some tools are not meant for young children. Don't let your child help in a situation that could be dangerous. Choose safe activities that allow him to share some responsibility. Choose tasks simple enough for him to succeed – success will make him feel good about himself.

While you are working around the car, mention the names of various parts of the car to your child: the steering wheel, the trunk, the hood, the engine, the horn, the wheels, the doors, the windows, and the tires. Talk about



getting **in** the car, and **under** it as you work. Your child may not understand at first, but all this conversation is another step in helping him learn language. The same word can be used in different situations. For example, the door of the car looks quite different from the door of the house or the door to the cupboard. Yet all doors can be **opened** and **closed**.

TEACHING TAKES PRACTICE

In the beginning, it may seem as if you are talking all the time. Or you may think you are not talking enough. Talking naturally about each moment-by-moment situation may take effort, especially at first. The more you do it, the easier it becomes to take advantage of your child's quick looks and momentary interests.

In this lesson, we have talked about a few specific daily routines that provide chances for you to talk naturally with your child.

Thinking Ahead

Spend a few minutes in the evening to think about tomorrow. What are you and your child likely to do? You might be planning to do the laundry or go to the doctor. Will the weather be nice enough to go outdoors? It might be a good day for a picnic in the backyard, or a walk to the store to buy some bread. Which of the many things that you could do will be of most interest to your child? What sort of language is likely to come up? How many times will you be able to use the language? Can you use some language that your child is learning, in a different way? If mashed potatoes have been a topic of conversation at mealtime, going shopping for potatoes provides another situation for talking about them. Are the activities ones that your child will enjoy? Ask yourself these questions.

Think of new activities to practice "old" language; think of new language to be used with "old" activities. Whether activities are new or old for your child, opportunities for new language will come up.

You will find that you enjoy including your child in many of the things you do. You will discover what fun it is to share with him all the experiences and language that make up everyday life. Plan to do things that are fun for you, too. Baking cookies is fun for most children; but if you simply hate to bake cookies, choose another activity to do with your child. It will be more fun for your child if it is fun for you, too.



Play – A Reminder

It is important to include your child – at least some of the time – in your daily work. But there are many times when you will be doing something while your child is involved in **his** "daily work:" **PLAY**. You don't have to interrupt his play. Wait for a look, then talk about the toy he has, what he is doing with it and what he is discovering about it.

Talk About His Interests

Talk about what your child is interested in. Talk about the object he is holding, looking at, or asking for. Talk about the action he is performing. Try to match your words to the idea in his mind. This is how he will learn.

Repetition and Variety

You may have noticed in the language samples above that some words were repeated over and over again in a variety of situations. This is because it is **very** important to use words repeatedly **and** in many ways. If, for example, you use **off** only to refer to removing shoes, your child is likely to associate the word only with that particular action. Let him hear and see the word in many different situations. Let **him** perform the action. Let him take his shoes **off**, turn water **off**, turn lights and the TV **off**, and take things **off** shelves. Let him experience the word in all its natural situa-

tions. This is how he will learn what **off** means.

Teaching and Learning

Again we want to assure you that there is no perfect way to teach your child. You may find it so easy to talk to your child casually throughout the day that you see little need of using the "Everyday Activity" game included with each lesson. That's wonderful! You have become a natural teacher, and your child is learning. If it is difficult to come up with the right words on the spur of the moment, you may find that the "Everyday Activity" game will provide good practice.

Whatever your daily routine, take time to appreciate the enjoyment and excitement of your child learning. Show him how much you love him, and how proud of him you are.

WHAT ARE SOME OF YOUR DAILY ROUTINES WHICH PROVIDE OPPORTUNITIES TO TALK TO YOUR CHILD?

What did you say?

What were you doing?

What was the activity?
(cooking, cleaning, setting table, dusting, etc.)

DAY 1

DAY 2

DAY 3

DAY 4

DAY 5

TAKE TURNS DESCRIBING THE ACTIVITIES THAT GIVE YOU OPPORTUNITIES TO TALK TO YOUR CHILD.

PLEASE SHARE A COPY OF THIS WITH US, IF YOU WOULD LIKE.

You and Your Child

SOCIAL DEVELOPMENT

Growing up can be thought of as a process of socialization. As your child learns about himself, he also learns about other people and how to interact with them. This will take some time! It will be an exciting process to share with your child.

Social skills develop gradually. People tend to accept the complete helplessness and total dependency of an infant. They are not troubled because the infant cares for little beyond his immediate needs and desires. He is seldom thought of as selfish. His behavior is accepted because we understand that it is appropriate for his age. As he grows, we (society, that is parents, teachers and others) begin to expect more and more of him. That is as it should be, but it is important that we understand what kind of behavior is appropriate for each age.

A child's learning of social skills is intertwined with his development in other areas. For example, some skills are dependent on development of motor control. Before a child can feed himself, he needs to develop his eye-hand coordination. Dressing and undressing require fine motor development. These skills must be practiced over and over again before they are perfected. Provide lots of opportunities for your child to try these things. And **be patient!** He is likely to be slow and awkward at first.

Your child is also developing a concept of himself – of who he is and what he can do. As he learns new skills, that concept keeps growing and changing – just as he does. Although your child is hearing-impaired, he is a child first. He is so busy learning about

himself that he really isn't able to be very concerned about others. He is no more selfish than the infant, but sometimes it is much harder for adults to understand this. He seems so grown up now, in so many ways, that it is easy to forget that he is still very, very young. He must learn the "me" and "mine" of his world – and this takes a while – before he can learn the "you" and "yours." As he learns more and more about the world from his point of view, he can gradually begin to see it from the perspective of others as well.

Realistic Goals and Expectations

It is important to set realistic goals and expectations for your child. If the goals you set are beyond your child's capabilities and developmental level, you and he will be at odds constantly. You will be disappointed because he does not measure up to your expectations, and he will sense that disappointment. On the other hand, if you expect too little, your child will not feel challenged. Setting realistic goals is important, but it is not easy.

So that you will have a general idea of what to expect of your child at ages two through five, we are providing a series of profiles. It's **very important**, however, to remember that these are only general guidelines, and that each child grows in his own unique way.

Each Child is an Individual

Have you ever considered the human face? All human faces are similar. They have two eyes, a nose, and a mouth. Yet of all the billions of human faces – all so similar – no two are exactly alike. Every man, woman, and child has a face that is unique.



at any specific age. In the following pages, we give examples of general stages of development. Do not worry if your child does not fit exactly into one of these. Children **do** grow differently – and growth is often in spurts.

Your Child's Self-Esteem

Part of your child's growth includes his feelings about himself. With your help, your child can become self-confident, have a positive self-image and think of himself as a success. If he feels good about himself, others are more likely to feel good being around him.

You can help your child build these positive feelings about himself by praising him – both verbally and nonverbally – when he does something you like. As you remember, we talked in Lesson Two about reinforcing your child's "good" behavior by giving him attention when he was behaving well. Notice when he does things "right." **Tell** him and **show** him that you notice. Give him a smile or a pat on the back when he is playing quietly or well with other children, or when he is picking up his toys. Not only will you be more likely to get more of that "good" behavior, but you will also help your child feel good about himself.

Encourage your child's creativity by showing your appreciation of his accomplishments. Remember how thrilled you were when your child took his very first step? How you praised him, and encouraged him, when he fell down, to try again? You can continue this encouragement as your child attempts to master new skills. Each time your child tries something new for the first time, you have another opportunity to build his self-confidence. Tell him how wonderful it is that he **tried** something new. Praise him for his

A child's pattern of growth and development is as unique as what he looks like. Children all go through similar developmental stages. They learn skills in a predictable order: they sit before they walk; they walk before they run. Yet each child has his own pattern and rate of growth. Some children grow more rapidly, others more slowly. Often a child may be advanced in one or more areas, average in others, and slow in still others. Each child and his situation is unique. A child's development is influenced by the people around him - parents, brothers and sisters, relatives and friends – and the experiences they have. The unique combination makes him the very special person he is.

As your child grows, he will be capable of doing more and more things. There is no absolute rule about what he will be able to do

attempts, even when – or perhaps **especially** when – he isn't completely successful. Making mistakes is part of the learning process. Let him know that everyone – even you! – makes mistakes or doesn't always get things right the first time. It will encourage him to try again if he knows that making mistakes helps him learn – and that other people make them, too. Each time he succeeds, you have an opportunity to help your child feel good about himself. He **needs** to feel like a success – often – to build self-confidence as well as ability. Try to find opportunities to say, "YES, I LIKE THAT," as often as you say, "NO, DON'T DO THAT."

Another way you help build your child's self-esteem and feelings of self-worth is to encourage his independence and self-reliance. This can begin with small things, such as putting on his own clothes – even if they are on backwards – and pouring his own milk – even if it doesn't all make it into the glass.

As your child grows older, you can help him take responsibility for himself and his belongings. Help him learn to take care of his toys, and put them away. He can also help with household tasks, putting things where they belong, and helping with clean-up activities. Teach him how to take care of his hearing aid, and let him assume responsibility for it step by step. You might begin with encouraging **him** to put it in and take it out, instead of doing that for him. Later, he can help make sure it is stored properly when he is not wearing it, and help change the batteries.

When you support your child's independence and willingness to try new things, you are helping prepare him for the many challenges life will bring. There is a saying, "There are only two lasting bequests we can give our children: one is roots and the other is wings." Give your child the freedom to grow and the security of your love and appreciation, and he will develop the confidence he needs.



2



THE TWO-YEAR-OLD

Curiosity is the hallmark of the two-year-old. The world and everything in it is still very new to him. He touches and tastes everything he encounters because **this is how he learns**. He is like a young scientist.

He is Active

Boundless energy characterizes this little investigator. And like a true scientist, he is busy. He likes to run and jump and roll – the fact that he is still a little unsteady on his feet does not bother him. He likes action toys – cars, airplanes, trucks, trains, or anything else that can be pushed or pulled. He likes objects he can rub together or push back and forth on the floor or table. He can string large beads and snip a little with scissors, but he is still awkward. He can't sit for very long, so he won't stay too long at one activity.

Watch Me!

The two-year-old needs supervision. If suitable toys and other activities are not provided,

he will satisfy his curiosity – often to the annoyance of those around him. He will empty shelves and drawers, scattering the contents. He loves to investigate the wonderful mysteries that he sees all around him. This may lead to spilled nail polish and perfume, or cleanser and detergent. This is all part of his desire to use his muscles and his mind. A little careful planning on your part can turn this curiosity to constructive ends.

As we mentioned in the “You and Your Child” section of Lesson Two, you can encourage his desire to explore safely by “child-proofing” your house. You can also set aside a drawer in the kitchen, for example, filled with “safe” pots and pans, utensils, etc. – ones you don't mind your child banging around and strewing all over the floor. There will be further discussion about child-proofing in Lesson Nine.

If your child **does** get something you don't want him to have, offer him some other “safe” object in exchange when you take the object away. It will be easier for him to accept losing the first object when he is getting something in return – something also attractive and interesting – and there will be fewer tears or tantrums.

Me, My, and Mine

He has little idea of sharing, and will not readily give up what he thinks belongs to him. Rather he will fight and struggle and cry to keep what is his. He may even hide his prize possessions. He may become attached to a particular toy or trinket and cling to it for hours, refusing to let others have it. Because he is learning about "ownership," he protects not only his own things but those of others. He often makes certain that things are returned to the rightful owner.

The Two-Year-Old's Relationship with Others

He is fascinated by people. He watches them closely and absorbs far more than adults realize. He likes to play alone, but near others. If he is not used to other children, he

may initially push or pull them. He isn't being unkind, he is just manipulating them – as he does his toys – to see what will happen. Occasionally – and more often as the year progresses – he will join others in play, but at first, he prefers solitary play and may become unhappy with anyone who interferes with him. He likes to be with familiar people and may cling to his mother or father in front of a stranger.

Self-Help Skills

He is cooperative about being dressed and is beginning to undress. He can take off his socks, shoes (if untied), mittens and hat. He can unzip a sweater or jacket. He can pull his pants up and down.

He is able to hold a glass while drinking. He usually holds it with two hands but is beginning to hold a small glass with one hand. He uses a spoon but will still spill some food.



3



THE THREE-YEAR-OLD

A year's growth has made the three-year-old quite a different person. He is no longer a baby; he is beginning to grow up. He shows greater control and understanding in all areas than he did a year ago or even six months ago.

He is Settling Down

Although he is still active, his activity is different now. He loves the play yard with swings and climbers, enjoys riding his tricycle or just pushing it around, but he does not seem to need to run as much as he did when he was just a little younger. He is able to stay with an activity for a longer time. His muscular coordination has improved considerably and he finds joy in using these new-found muscles. He will sit now, but his attention span is still quite short – so he won't sit with one activity for long. He loves trips to the store or park. He runs smoothly, jumps easily, goes up and down stairs alone and can stand on one foot.

He is less eager to take a room apart than he was six months ago. He is more orderly now and enjoys helping put things away around the house.

He is Cautious with Possessions

"Me" and "mine" still dominate and he seldom shares his toys. Later in the third year, when he begins to realize he will not lose his possessions when he shares something, he will be more willing to share.

The Three-Year-Old's Relationship with Others

The three-year-old is more aware of himself as a person and an individual, and of his relationship with others. He is developing a true interest in those around him. He tries to please adults and is responsive to their approval and disapproval. A developing sense of time makes it easier for him to wait for his turn. He may play cooperatively with one or two children, but most of his play is still on a parallel level – that is, he plays next to, rather

than with, others. He may be beginning to share. Although he has made a giant leap from the two-year-old level, he is still a little child. He may still get imagination mixed up with reality, such as in reactions to dreams or during playtime. He needs a wealth of understanding and reassurance from his parents.

Self-Help Skills

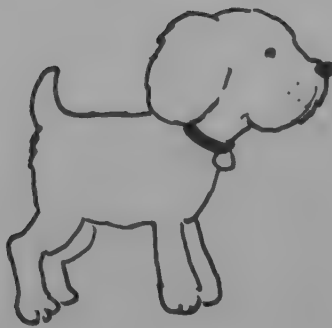
In dressing, he can take most of his clothing off with a little help especially for difficult

articles. He can put on some simple articles of clothing such as socks, shoes, pants, sweaters and shirts. He may, however, get his shoes on the wrong feet and his shirt and socks on backwards. He is beginning to unbutton buttons.

He eats now using a spoon with much less spilling. He can use a fork now. He can pour from a small pitcher and is able to wipe up any spilled liquid. He can wash and dry his hands with a little assistance.



4



THE FOUR-YEAR-OLD

Sharing with a Privileged Few

Once again, a year has made a great difference. The four-year-old has a new assurance and many definite ideas about his world.

The four-year-old will share, but sharing usually occurs with a special friend, and he will let it be known that he has shared with this special person. He finds new enjoyment in trading back and forth. He loves to own or get big things and then boast about them. He likes pets, but needs help in looking after them.

The Four-Year-Old Bursts Forth

In some ways the four-year-old may remind you of the two-year-old, but he is more mature and controlled. He tries very hard to use his muscles and his mind. He races along, jumps, climbs, tries athletic stunts and gains a great sense of accomplishment from these activities. Indeed, everything the four-year-old does is for the purpose of achieving something. He still does not hop very well, but other actions, such as running, jumping, climbing and throwing are done with skill. He uses his hands with greater confidence, and will sit longer for a project. But four-year-olds have a tremendous need for outside play equipment on which to practice and "show off." They do not wish to be confined and have a great dislike for closed doors and fences.

The Four-Year-Old's Relationship with Others

The four-year-old is very social. Friends have become important. But he is overly ambitious, boastful and determined, so he needs guidance when playing with a group of friends. He still plays with one other child. He also becomes a participating member of the family.

He will enjoy "special" time spent alone with each parent. If he usually spends more time with one parent than with the other, it is particularly important that he have an opportunity to develop a relationship with the

other parent. At this age, he is building and deepening relationships with those around him. Each parent has special interests and talents to share with and teach their child. One parent might enjoy gardening, for example, and can include the four-year-old in many of the outdoor activities in caring for plants. Another parent might enjoy taking walks, which are a great opportunity to share observations about the world, and will appeal to the four-year-old's fascination with discovery and sense of adventure.

The four-year-old needs to feel important. He needs approval and praise from adults. The guidance and good examples of self-control, sincerity and honesty set by his parents are very important for him at this stage.

Self-Help Skills

He is fairly competent now in dressing as well as undressing. He will probably require help with difficult fasteners and with tying shoelaces. But he can handle snaps, zippers, and most buttons now. He usually knows the front from the back.

He is now able to eat with the family for meals without undue attention. He feeds and serves himself. He enjoys choosing some of the foods he eats and can help by setting the table.

He can wash his hands without help and can wash his face and brush his teeth with a little assistance.



5



THE FIVE-YEAR-OLD

The five-year-old is much more “grown-up” than the four-year-old. He is still a preschool child, but he is getting ready for more formal learning tasks with pre-reading, pre-writing, and pre-arithmetic activities. The world of reality suddenly holds new interests for him. He tries to absorb as much as he can of everyday life. He has reached a milestone in growing up.

Industry Marks the Five-Year-Old

He tackles everything now with earnestness and purpose. He wants the things he does to be meaningful and the things he makes to be useful. He takes pride in his achievements, but is less boastful about them than he was at four. He expects a great deal of himself, and often tries to do more than he is able to do. With an increased attention span, he is more likely to attempt to finish what he starts. He is more settled, more eager to work and learn than he was at four.

He Learns Respect for Possessions

The five-year-old respects the rights and possessions of others and wants **his** rights and possessions respected. He may resent giving up something he is using, but if asked nicely for a possession, he will usually oblige.

Self-Help Skills

The five-year-old is quite competent in dressing and undressing. He still needs help in tying his shoelaces and may need help with fasteners that are complicated.

He is also quite competent at eating. By this time, since he is very familiar with the physical process of eating, it requires less concentration, and the five-year-old can now be more social at mealtimes.

He is able to wash and dry both face and hands by himself – but his standards may not always be exactly the same as yours. He now enjoys helping to bathe himself.

SOCIAL SKILLS DEVELOP GRADUALLY

Sharing

A child who is willing to share will be better accepted socially. You can help your child learn this important social skill, but remember it takes a while before young children are ready to share. And sharing is seldom easy. In addition to the suggestions in Lesson Four, you might try having a treat ready when your child is playing with other children. Let him hand out the treats or pass a plate of cookies. He probably won't object to sharing food as much as sharing his toys. Doing this will give him a chance to learn the pleasure of sharing – he feels important and will be aware of the smiles and looks of approval from his playmates. This is a good beginning, and with your help, your child will eventually learn to share.

You also might try having a box of blocks or other special toys your child does not usually use. These can be brought out when a friend is visiting. These “sharing toys” may be more happily shared by your child.

Self-Help Skills

Self-help skills also develop gradually. As you care for your child's physical needs, help him acquire good habits of eating, sleeping, cleanliness, and elimination, without over-emphasizing any one aspect of physical care. Help him gradually learn to take responsibility – as much as he is capable of – for his own physical needs.

Give your child an opportunity to begin learning these skills. Some children are very eager to do things for themselves; others need encouragement. At first it may be easier



and quicker for you to feed and dress your child, but it is important to remember that he needs **practice** in order to learn to do these things for himself. Encourage him and be patient. We are all slow and clumsy when learning a new skill. As your child becomes more adept at these skills, he will become more independent and thus develop greater assurance. This independence and assurance help him to become a pleasant, social person.

Don't Miss Opportunities for Language Development

Don't forget to talk to your child as he learns to feed and dress himself. Language is part of his social development. There will be opportunities to talk about his food, the dishes it is on, the fork and spoon he eats with, the clothes he wears, and the toys he shares – or doesn't share. And there will be many times to say:

“GOOD BOY!” or “GOOD GIRL!”

“WHAT A BIG BOY!” (or “GIRL”)

“PULL YOUR PANTS UP.” (or “DOWN”)

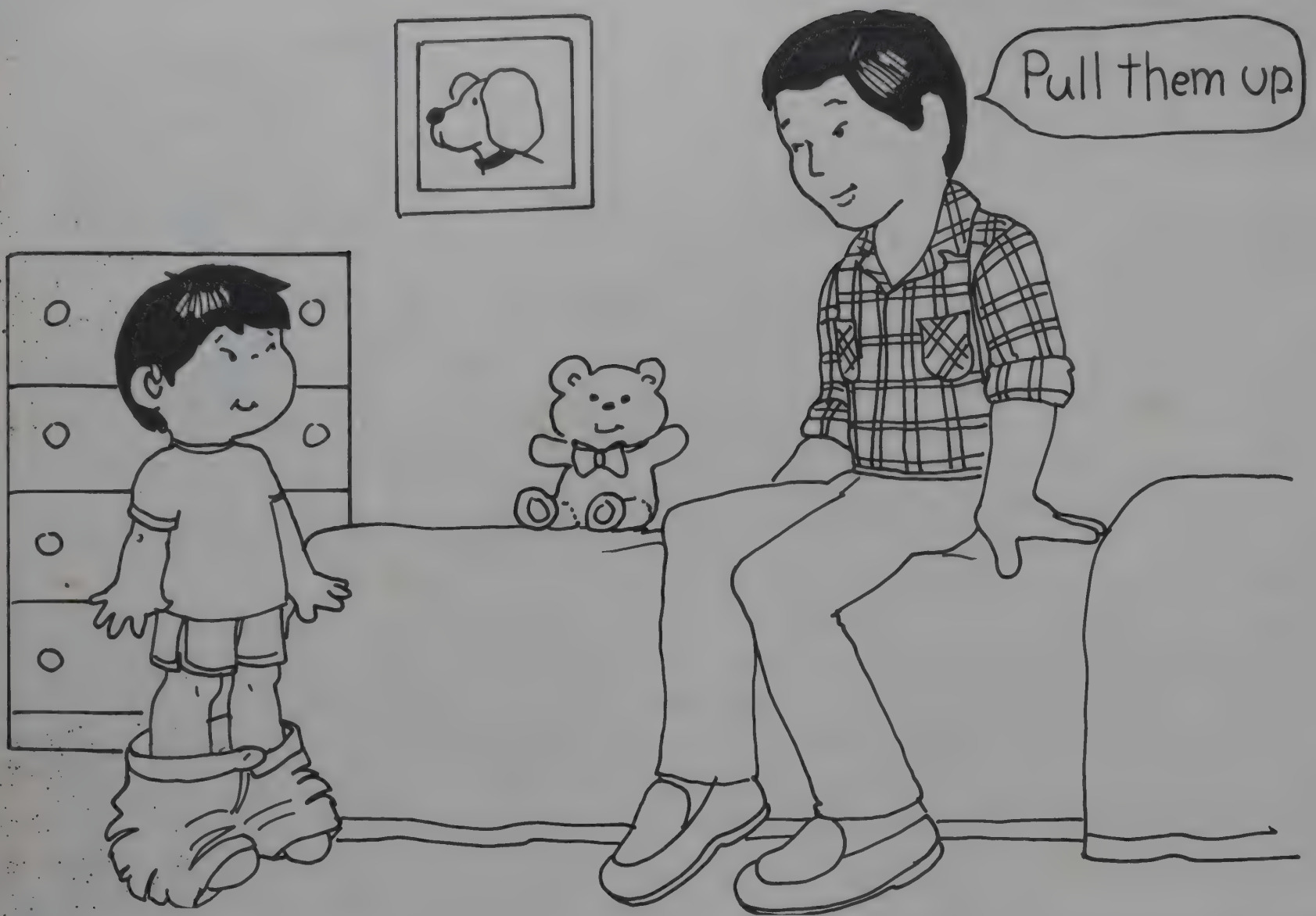
“IT'S YOUR TURN.”

“WHERE'S THE SOAP?”

“OH! SUCH CLEAN HANDS.”

“DO YOU WANT MORE _____?”

“THANK YOU.”



Dressing

Encourage your child's attempts at dressing and undressing; give him assistance when he needs it. You might begin helping him learn to put on his pants, for example, by assisting him with putting in one leg at a time and then letting him pull up his pants by himself. Choose clothing that is loose-fitting and simple to handle. Pants and slacks with elastic waistbands are easier to put on than those with zippers and buttons. Zippers are easier than buttons, and large buttons are easier than small ones. Stretch neckbands on shirts make them easier to pull over the head.

Don't be concerned if your child gets his shirt or pants on backwards at first. Remember he is learning! This is a time for praise – not correction. "THAT WAS GOOD. WHAT A BIG BOY YOU ARE!" Before he can develop independence, he must develop a sense of

assurance – so praise his efforts and show your pleasure as he first tries – and then learns these important skills.

Grooming

The well-groomed child is usually more attractive and, therefore, more socially acceptable. However, this doesn't mean you should be overly concerned about cleanliness – children get dirty when they play and should be dressed appropriately for what they are doing. Ruffles or fancy suits are out of place in the playroom or yard.

The skills necessary for grooming and personal hygiene require practice just as other self-help skills do. At first your child will have trouble getting the toothpaste on the brush, combing and brushing his hair, and washing his hands and face. A child-sized hairbrush, toothbrush, and even a small washcloth may

help. During his beginning attempts, the bathroom may be dirtier when he is finished than when he started! Try to overlook this. Praise your child for his clean hands, face, or teeth. He is doing his best. Be matter-of-fact about cleaning up when he makes a mess. Ask him to help if he is old enough, but don't scold. Your praise and encouragement will keep him trying. He will learn!



Eating

It also takes a lot of time for a child to learn to feed himself and do it neatly with reasonable table manners. At first, you may want to feed your child before the rest of the family eats. This will give you more opportunity to help him, and spilled food won't seem so disruptive. And spill he will – because he needs practice before he perfects the fine motor coordination needed for eating neatly.

Try to take spills and messiness in stride. Concentrate on helping your child learn and to enjoy doing things by himself. Your calmness and acceptance will make it all easier, and it will help him develop feelings of confidence in himself and his developing abilities. Again your words of encouragement and praise are so important. When something is spilled, it can still be a positive learning time. "LET'S WIPE IT UP." "YOU DID A GOOD JOB."

A Word about Mealtime Problems

As your child grows from infant to toddler, his growth rate tapers off and his food requirements decrease proportionately. Young children often eat far less than many parents expect. "Eating problems" often result when parents attempt to get a child to eat more than he wants or needs. Try to remember that most children do eat what they need.

Encourage your child to eat what is served without turning mealtime into a battleground. If your child never eats well at mealtime, you may find you are overwhelming him with portions which are too large. Or, perhaps he may be snacking too much between meals.

Be patient. It won't be long before you will wonder how he can eat so much. Try to keep mealtime pleasant. It is a social time for the whole family.

Toilet Training

If there is one thing most parents worry about (and ask about), it's toilet training. Often, parents of hearing-impaired children are especially anxious. They are concerned about training a child who doesn't yet understand words. Actually, there is little difference be-

tween toilet training a hearing-impaired child and a child who can hear and even say "POTTY" or "BATHROOM." In either case, the child most importantly has to be physically and emotionally ready. If your child is two or two-and-a-half and seems ready, ask for our special paper entitled "Toilet Training."

Some Signs of Readiness

Before you can expect any real success in toilet training, your child will first have to show signs of awareness of what is going on. He may indicate to you that he is wet. He may hide from you when having a bowel movement. Or he may look down at the puddle on the floor, or notice a trickle of urine on his leg, or in some other way indicate that he associates what has happened with himself.

Second, a child needs some control over his bladder and bowels. He must be able to hold back until the time is right, and then be able to release when he wants to. He must also be able to go for a reasonable length of time without relieving himself. Otherwise you will

have to be constantly taking him to the bathroom. The age at which children achieve this control varies and the time cannot be hurried. Your child must also learn to associate his need to eliminate with the toilet or potty. He must know what is expected and that this is the place for it.

Finally, he must not only **be able to** cooperate but he must **want to** cooperate. You might also keep in mind that some changes in the family situation, such as a new baby, new home, new school or the death of a grandparent or other close relative, can delay your child's readiness, or cause changes in bathroom habits.

Growing Step-by-Step

As we said before, the process of growing up is a gradual one. Your child has many things to learn in his preschool years. But, step-by-step, with your help, he will blossom. As he acquires skills in all areas of development – social, emotional, cognitive, physical and language – he is becoming a unique person.

Games and Activities

AN EVERYDAY ACTIVITY

Description: BEDTIME

Purpose of the Game:

To present language used during bedtime.

To help your child enjoy bedtime with you.

What You Need:

You and your child.

When to Play:

At bedtime.

At naptime.

What to Do:

1. Set a specific time for bedtime. Try to let your child know that bedtime is approaching, perhaps by showing him a picture of himself getting into bed. And if he's old enough, you can show him the position of the "big" and "little" hands on the clock which mean "Time for bed."
2. Establish your own routine for bedtime. A suggested routine might be to first have your child brush his teeth, have his bath, then turn down the covers, followed by folding the bedspread, reading a story, enjoying a quiet conversation, reciting nursery rhymes or singing a song, then your goodnight kiss.
3. A few quiet moments before bedtime may help your child settle down and prepare



him for sleep. Active and stimulating activities should be discontinued at least a half hour before bedtime. Story reading is an excellent activity for this period of time.

4. Parents can take turns or can both be involved in the bedtime routine. Use appropriate language such as:

"TIME FOR BED."

"LET'S GET READY FOR BED."

"LET'S READ A STORY."

"WHERE IS YOUR BOOK?"

"SHALL WE SING A SONG?"

Other language could include words associated with undressing and bathing, such as the names of articles of clothing, parts of the body, and so on.

Talk about other things associated with going to bed:

“ARE YOU SLEEPY?” (TIRED)

“BECKY IS SLEEPY.” (TIRED)

“LET’S TURN DOWN YOUR COVERS.”

“GET UNDER THE COVERS.”

“LET’S TURN THE LIGHT OFF.”

“NIGHT-NIGHT.”

“GOOD NIGHT.”

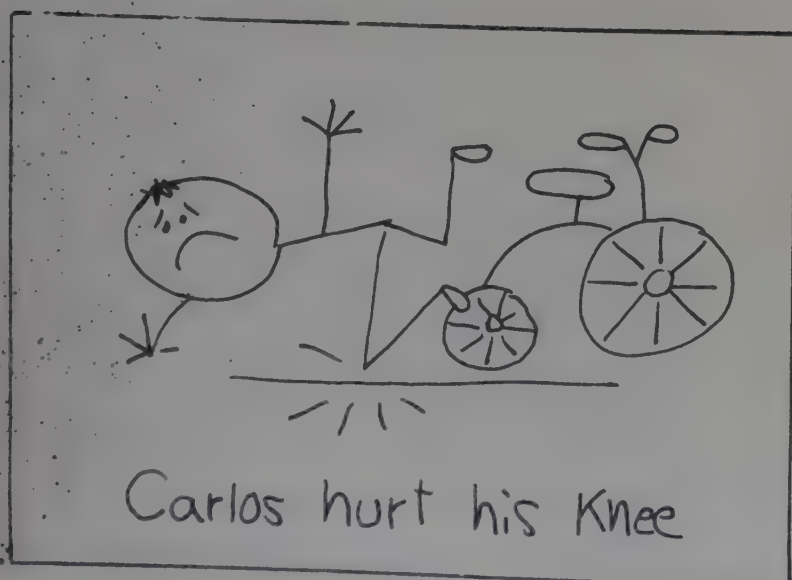
“SLEEP TIGHT.”

5. Often hearing-impaired children like to have a small nightlight left on at night, or the door to their rooms left open with light from the hallway. This may help your child feel less alone, and more comfortable at night. If you are concerned with bedtime problems, request our special paper, “Bed-time.” Nighttime fears will be discussed in the **You and Your Child** section of Lesson Eight.

Variations:

For “quiet talk” time, you can draw a simple picture of something that happened during the day.

Write a simple sentence describing the event underneath the picture. For example, your child may have fallen down during the day.

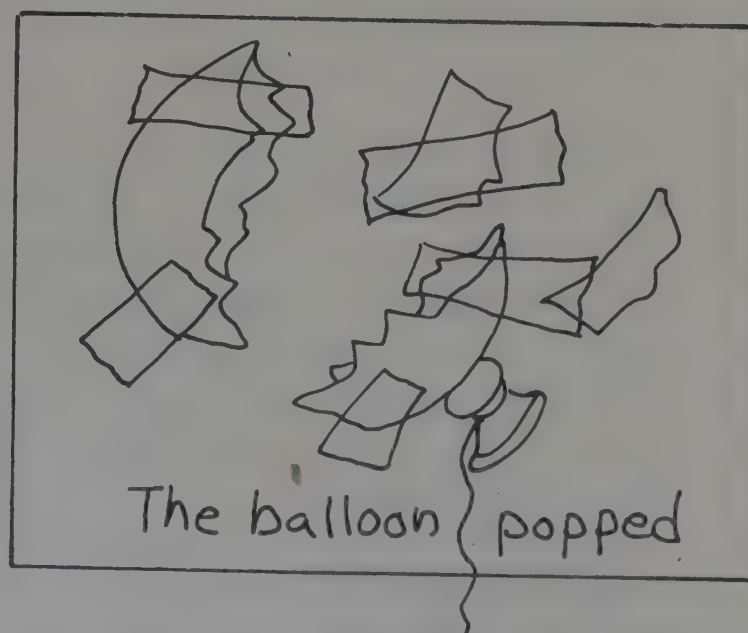


You may draw a simple face with a few tears on it. Or, you may just put a bandage on the paper. Underneath, you might write, “Ellen fell down.”

As your child develops more understanding and language, you can give your child a choice of topics for his picture. For example, you might show your child a bandage for the scraped knee, or a piece of balloon from a “popped” balloon. As he makes a choice, use that for the day’s story.

As you use a simple picture each night, keep the pages in a binder. It will be your child’s own “special book” to look at again and again.

Following the day your child scraped his knee, you can look at the story of the scraped knee and say, “ALL FINISHED.” Then you are ready for a story for “today.” This is a wonderful way to begin teaching your child about the passage of time and concepts of YESTERDAY, TODAY, and TOMORROW. Also, this will give your child many opportunities to talk about what has happened during the day, using his own language skills the best he can. More discussion on this kind of activity will follow in the **You and Your Child** section of Lesson Six.



PLAYTIME

Description: STRINGING OBJECTS

Purpose of the Game:

To help your child develop eye-hand coordination skills.

To provide the opportunity for your child to enjoy stringing objects.

What You Need:

Something to string, such as beads, large buttons, spools, macaroni, shapes cut from construction paper.

Something to string with, such as shoelaces or yarn with the ends dipped in all-purpose white glue or melted wax to make stiff lacing tips.

When to Play:

Any time.

What to Do:

1. Set all the materials you need in containers such as small boxes or bowls in front of you and your child on a table. You may want to start with the colors mixed together. Later, you can separate the colors into different containers.
2. Begin with a simple stringing activity. If your child needs help stringing, you can place your hand over his as you help him learn the motions. For a young child, choose large wooden beads to begin with. Your language might include:



"PUT IT ON.

"LET'S STRING A BLUE ONE."

"NOW YOU HAVE TWO."

"PUT A YELLOW ONE ON."

3. As you and your child move the objects along the string, you can also enjoy vocal play. For example, you might say aloud "AHHHHHHH" as you make a long move. Or, make a short series of "AH-AH-AH's" as you make short moves and stops. This exposes your child to long and short vocalizations. Encourage your child's attempts to imitate your sounds if he tries. If he doesn't, continue producing the sounds yourself.
4. Your child can also make "jewelry" by stringing buttons, macaroni, or spools into long chains.

Variations:

1. A stringing activity also lends itself to introducing or reviewing numbers. You can count aloud as you and your child string the objects:

"ONE, TWO, THREE."

"LOOK, THERE ARE THREE!"

"NOW YOU HAVE FOUR."

2. Separate the colors into different containers to introduce names of colors as well. You and your child can string beads from different color groups. You can say:

"YOU HAVE THE RED ONES."

"LOOK, THAT'S GREEN."

"I HAVE TWO YELLOW BEADS."

3. For holidays, you can string objects made from construction paper – orange pumpkins, black cats, and white ghosts for Halloween; different-colored paper eggs for Easter, and so on. Simply punch a hole in the center of each shape before stringing it. Then, hang them up for decorations.

If Your Child is Ready:

Advanced Language and Skills

1. As your child matures and becomes more skilled with stringing and recognizing the differences between colors, he might enjoy following a certain pattern of colors. Have a pattern ready for him to copy, even by stringing a series yourself for him to see, or drawing a picture he can match.

You might begin with one blue, then one red, then one blue, and so on, to see first if your child can follow a pattern. He may need your help for a while – point out the correct colors! Tell him how well he is doing. Encourage him to try on his own when he understands. Later, he might try other variations, such as two blue ones and then a red one, or any other color sequence. You can also do this with different shapes.

2. After you have spent some time introducing color names to your child, you can give him the chance to show you what he knows.

"FIND A RED ONE."

"SHOW ME A YELLOW ONE."

"WHERE'S A BLUE ONE?"

3. If your child's eye-hand coordination is advanced enough, you can introduce him to lacing. Perhaps he would enjoy making a Christmas stocking, for example, by lacing together two pieces of felt or construction paper in which you have punched holes.

4. Commercial lacing cards might also be used. The language you use of course will vary with the picture.

"WHAT A PRETTY CAT!"

"YOU'RE LACING THE BEAR."

"YOU MADE A DOG!"

5. Your child may also enjoy lacing shoes. Perhaps Daddy's shoes might be easier to start with. Children's clothing also often comes with laces in the front so children can easily help.

A THINKING ACTIVITY

Description: MEASURING AND POURING

Purpose of the Game:

To introduce your child to the words used for comparisons and those used to describe amounts.

To introduce your child to the concept of comparisons.

To provide your child with an opportunity to develop the coordination necessary for measuring and pouring.

To give your child the opportunity to enjoy watching the changes that occur when he is measuring and pouring.

What You Need:

Several small cups of plastic or metal. (Clear, soft plastic is best, as it will not break like glass, but your child will be able to see how much is inside the containers. Be sure that the containers are small enough so your child will be able to handle them easily. At least two should be the same size.)

A sandbox or sandpile. (If you do not have a sandbox, or just wish to do this activity indoors, you can use salt or cornmeal in place of sand. A sandbox in a park or playground can also be used.)

If the activity is done indoors, it helps to use a large tray, with newspapers underneath to catch the spills.

When to Play:

Any time.



What to Do:

1. Sit facing your child in the sandbox. Give him two containers that are the same size. Fill a third larger container with enough sand to fill the smaller two. As you do so, give your child the language for the things you are using and what you are doing:

"THIS IS EMPTY."

"THIS ONE IS EMPTY, TOO."

"MAMA HAS SOME SAND."

"LOOK AT ALL THE SAND."

2. Help your child pour the sand from the larger container into the smaller ones. Use language such as:

"LET'S POUR THE SAND."

"IT'S FULL."

"FILL THIS ONE."

"NOW IT'S FULL."

"THEY'RE THE SAME."

3. Pour the sand back into the larger container and continue the activity by using a variety of containers. Encourage your child to choose different- sized containers in which to pour sand.

"NOW YOU POUR IT."
"LET'S FILL THIS ONE."

Variations:

1. After your child fills one container, take a similar one and pour less sand in that one. Then, you might say:

"LOOK, THEY'RE NOT THE SAME."
"THIS ONE HAS MORE."
"THIS ONE HAS LESS."
"YOU HAVE MORE SAND."
"I HAVE LESS SAND."

2. Give your child many opportunities throughout the day to pour during household

routines. For example, let your child help during cooking activities. Perhaps he could fill a cup with rice and pour it into a pot. Then, he can observe how the same amount looks different when it is in different containers. When you are baking, let him measure and pour flour, sugar, milk and other ingredients.

"POUR THE MILK."
"OH, WE NEED SOME FLOUR."
"WE NEED A LITTLE MORE WATER."

Your child can also help pour mouthwash into a glass, bird food into a bird feeder, dog food into a dog dish, dishwasher soap into a dishwasher, dishwashing liquid into the sink full of water, or laundry detergent or softener into the washing machine. Your conversation might include:

"FLUFFY NEEDS SOME FOOD."
"POUR SOME INTO THE BOWL."



"FILL THE DISH."

"IT'S FULL."

"POUR IT IN."

3. Give your child opportunities to measure and pour on his own during playtime as well. He will enjoy pouring sand in the sandbox and water while in the tub or wading pool. Allow him to use a variety of containers of different shapes and sizes, as well as funnels, spoons and other tools.

If Your Child is Ready: Advanced Language and Skills

1. When you are pouring sand into two containers of the same size, you can ask if your child is ready:

"WHICH HAS MORE?"

"WHICH HAS LESS?"

"WHICH HAS THE MOST SAND?"

Other appropriate terms to use at this stage are: A LOT, and A LITTLE BIT. You can also introduce MANY and A FEW by using quantities of beans, macaroni, jelly beans, small pebbles, pennies, etc.

2. When giving your child a glass of milk,

pour just a little in his glass. Pause. Then ask:

"DO YOU WANT MORE?"

"DO YOU WANT A FULL GLASS?"

3. Let your child fill his cereal bowl for breakfast. Fill your bowl, or a brother's or sister's, with a different amount. Ask him:

"WHICH HAS MORE?"

"WHICH HAS LESS?"

"SHOW ME MORE."

"SHOW ME LESS."

Of course, if he is not ready to do this, give him the language:

"YOU HAVE MORE."

"DADDY HAS LESS."

"JEREMY HAS THE MOST CEREAL."

4. Experimentation with different sized containers will lead the way for your child to eventually realize that a short, fat container may hold as much as a tall, skinny one. This knowledge will come when he is much older, but by providing the chance for him to handle and use many different containers, you will help set the stage for this understanding.

LISTENING

Description: ON AND OFF

Purpose of the Game:

To help your child become aware of the difference between the presence and absence of the sound of music.

To help your child develop an appreciation for music.

What You Need:

A record player or tape recorder.

A record or a tape of a song with a strong beat, such as a march.

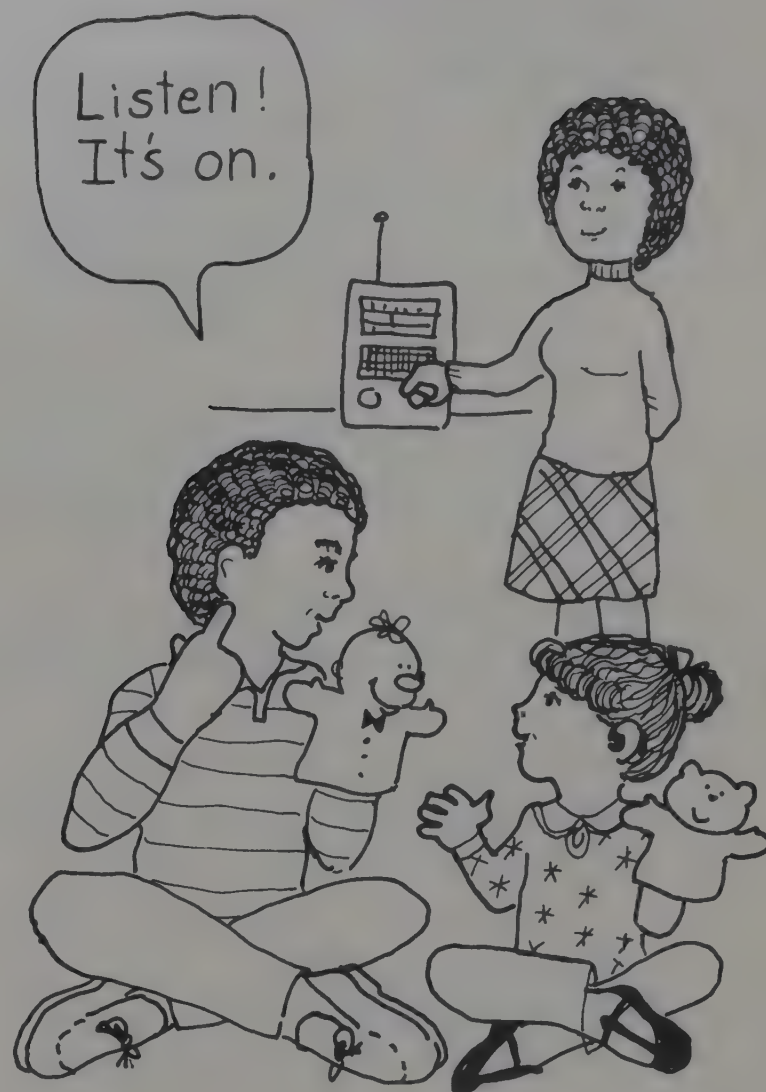
Two puppets.

When to Play:

Any time.

What to Do:

1. Sit facing your child so he can see you and the record player or tape recorder clearly. Have one puppet out of sight, perhaps behind you, while you hold the other in your hand. Have your child watch while you turn the record player on. Point to your ear and say, "LISTEN!" Place the needle on the record.
2. When the music begins, say, "I HEAR THE MUSIC! IT'S ON." At the same time, make the puppet dance. If possible, you can have a helper, perhaps a brother or a sister, turn the music on and off.



3. After a few moments, stop the music. Say, "IT'S OFF." Make the puppet stop.
4. Again, tell your child to listen. Then, hand him his puppet. Let him watch while you again put the needle on the record. When the music begins, make your puppet dance and encourage him to do the same. If he does not know what to do, guide his hand. Show him you are enjoying the game!
5. Start and stop the music again several times. If you think your child is able, put your puppet away and encourage him to respond by himself. If he doesn't start the puppet dancing as soon as the music begins, guide his hand. If he continues when the music stops, again stop his hand. Let him see you start or stop the music each time. Offer him lots of praise when he responds appropriately.

6. When your child can respond appropriately with both looking **and** listening, let him try to respond with listening alone. First, place the record player so he cannot see you pick up the needle. Again, pick up your puppet, put the needle on the record, and when the music begins, start the puppet dancing. When the music stops, stop the puppet.
7. Give you child his puppet again, and help him wait for the music to begin. When it does, again encourage him to make the puppet dance to the music.
8. When he is ready, put your puppet away and let him try to respond on his own. Give him help if he needs it.

Remember: This is to be fun, for you and your child. In this, as in all games and activities, your praise and reinforcement of your child is very important. Let him know your pleasure in his success – let him know you are pleased when he is trying even if he needs a lot of help. And let him know that you appreciate his doing his best!

Variations:

1. Let your child wave a flag when the music is “ON” and put it down when it is “OFF.” A scarf, a length of ribbon or a pom-pom is also fun to wave.
2. Use dolls or stuffed animals (especially if your child has a favorite) instead of the puppets.
3. As your child becomes better able to respond by listening alone, you can use music with a less definite beat.
4. Substitute a piano or a drum or other instrument for the record or tape.

If Your Child is Ready: Advanced Language and Skills

1. Your child can clap his hands or dance to the music, stopping when the music stops.
2. You can play a variation of musical chairs in which your child marches when the music is “ON,” and sits down when it is “OFF.” This response is particularly good when your child is able to respond by listening alone – as he marches, he is sometimes further from the source of sound, thus increasing the difficulty.
3. If you use a drum, other rhythm instrument or even beat a saucepan with a spoon, you can allow your child to “make the music” while you respond.

SPEECH

Description: LEARNING TO VOCALIZE

Purpose of the Game:

To help your child learn that his vocalizations can make something happen.

To encourage your child's spontaneous vocalizations.

What You Need:

Three or four small toy animals.

A cardboard box, such as a shoe box, with an opening in it for a door.

When to Play:

Any time.

What to Do:

1. Sit facing your child, with the box slightly to one side between you. Bring out one of the toy animals. Use language such as:

"HERE'S THE RABBIT."

"HE WANTS TO HOP."

"I'LL PUT HIM IN THE BARN."

"LET'S GO, RABBIT!"

2. Put the animal down a foot or two away from the "barn" and hold it there. Wait for your child to look at you. When you have his attention, make a sound that you have heard him produce, such as "BA-BA-BA" or "UM-UM-UM." You might use a sound you practiced in the "SPEECH" game in Lesson Four. As you are making the sound,



move the animal to the barn. Continue making the sound as long as the animal is moving.

3. Model this with each animal as you "walk" or "hop" them one by one into the barn. For a variety, change the speed or rhythm of your vocalizing. For example, say a single short "BA," moving an animal a short distance at the same time. Suddenly stop moving and vocalizing, and pause for a second, then proceed as before. Speed up and quickly produce two or three "BA's." Move the animal for each sound. Children love the suspense of a pause and will sometimes spontaneously vocalize to "help" the animal move. If your child does this, have the animal "move" in imitation of your child's vocalizing – fast, slow, stopping, continuous, briefly, etc. Praise him! Let him know that you think his vocalizing is very important.

4. Retrieve the animals from the barn and tell your child now it's his turn. Say, "IT'S YOUR TURN." "NOW, YOU CAN HELP THE ANIMALS MOVE."
5. Take an animal as before, hold it in position and look expectantly toward your child. Do not move the animal unless he vocalizes.
6. If your child does not vocalize at first, point to your ear as you continue to hold the animal waiting in position and say, "I DON'T HEAR YOU." You can also help him feel the vibrations of your voice with the technique of touch. (See pages 7 and 8 of Lesson Two to review this technique.) If your child still does not vocalize, model it for him again, moving the animal as before.
7. It may require several days of similar activities before your child begins using his voice this way. But all the while, he is watching and listening and absorbing information.

Variations:

1. If your child enjoys playing with blocks, you can build a tower, stacking one block on top of another each time he vocalizes. Or, you can line several blocks in front of

him, and knock them over one at a time each time he vocalizes.

2. If your child has a voice-activated toy (one that lights up or moves when somebody vocalizes), your child can play by himself and receive immediate reward for using his voice. You might find one of these toys in a large toy store or an electronic store.

If Your Child is Ready: Advanced Language and Skills

1. As your child begins to realize that vocalizations are purposeful, expect him to vocalize on certain occasions throughout the day. For example, if he wants some juice and leads you to the refrigerator, you can wait before you pour the juice. Look at him expectantly. If he doesn't vocalize, point to your ear and say, "I DON'T HEAR YOU." Give him the language for what he wants: "YOU WANT SOME JUICE." You might help him feel the vibrations of your voice as you repeat the word "JUICE" as well.
2. If your child has some expressive language vocabulary such as "MOVE," "HOT," "RUN," "WALK," "GO," etc., have him give you the commands as you move the animal.

Highlights

Language is like a thread that should be woven into all of your child's daily activities. Use language throughout the day: at mealtime, as you work, at bathtime and bedtime. What you say depends on your child's interests; how you say it depends on his language level.

Social skills develop gradually. Encourage your child to do those things for himself that are appropriate for a child his age. Provide many opportunities for him to succeed. Help him experience the fun of mastering new skills.

SPACE FOR PARENTS' NOTES

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper. The right edge of the paper appears slightly irregular, possibly due to the scanning process or the way the paper was cut.

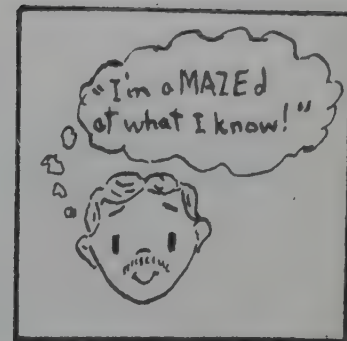
SEND US YOUR FIFTH REPORT AS SOON AS YOU HAVE FINISHED IT. WE LOOK FORWARD TO HEARING FROM YOU.

(There is more space for your notes on the back of this page – or you may prefer a notebook.)

B-V.44

Puzzle for Review: LESSON V

GENERAL LANGUAGE IDEAS



Fill in the 17 blanks in the sentences below. Choose from the words on the following page. One word is used twice.

The words are also hidden in the maze of letters. Find and circle the hidden words in the maze. Each word in the maze reads forward, backward, up, down or diagonally. They are always in a straight line, and never skip letters. The words may overlap, and letters may be used more than once. Not all of the letters will be used.

We have started you off by circling LEARNING, the word needed in sentence one.

1. Every daily routine can be a _____ activity. (B-V.5)

2. Talking to your child throughout the day doesn't mean talking _____ (B-V.5)

3. Some parents don't _____ what to say. (B-V.5)

4. Think of new _____ to use with "old" activities. (B-V.12)

5. Think of new _____ to practice "old" language. (B-V.12).

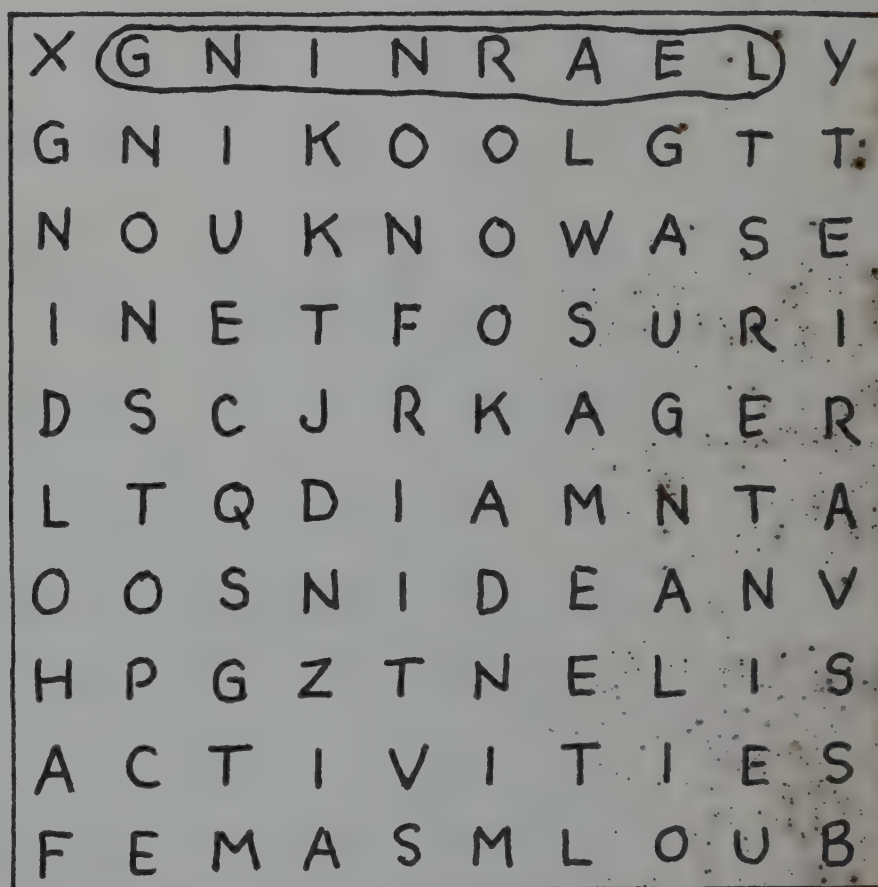
6. Some parents fall into the habit of being _____ around their child. (B-V.5)

7. Talk about what your child is _____, _____ at, _____ for. (B-V.13)

8. WHAT to say depends upon the child's _____; HOW to say it depends on the child's _____ level. (B-V.5)

9. Match your _____ to the _____ in his _____ (B-V.13)

10. Use the _____ words in a _____ of situations, _____ (B-V.13)



CHOOSE FROM THESE WORDS:

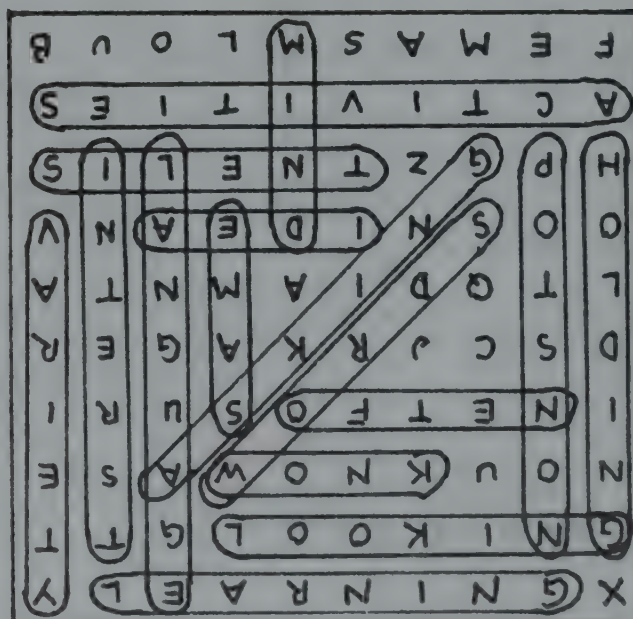
silent
interest
asking
variety
nonstop
holding
mind
language

know
activities
same
often
idea
words
looking

This is for **your** review and enjoyment only. Please do **not** return it to us.

ANSWER KEY

1. learning
2. nonstop
3. know
4. language
5. activities
6. silent
7. holding, looking, asking
8. interest, language
9. words, idea, mind
10. same, variety, often



Other Sources of Information and Help

YOU AND YOUR CHILD

Order from:

Infants and Mothers, Differences in Development, by T. Berry Brazelton, M.D., 1969.

(Emphasizes the basic differences in infants' developmental patterns, but highly useful for parents of preschoolers as well.)

Delacorte Press
Dell Publishing Company
1 Dag Hammarskjold Plaza
New York, New York 10017

Toddlers and Parents: A Declaration of Independence, by T. Berry Brazelton, M.D., 1974.

(Covers the development of children aged one to three. Includes information on young child's relationship with brothers and sisters, and information for single parents.)

Delacorte Press
Dell Publishing Company

Your Child Is a Person, by Stella Chess et al., 1977.

(Stresses the consistently individual behavior of each child.)

Penguin Books, Inc.
40 West 23rd Street
New York, New York 10010

EDUCATION OF DEAF CHILDREN

Hearing Impaired Children Under Five, by Alexander and Lucy Ewing, 1971.

(Focuses on home training.)

Volta Bureau
3417 Volta Place, N.W.
Washington, D.C. 20007

Never Too Young, by Virginia Stern, 1975.

(Includes ideas for using everyday activities for language learning experiences.)

More than Graham Crackers: Nutrition Education and Food Preparation with Young Children, by Nancy Wanamaker, Kristin Hearn and Sherrill Richarz, 1979.

(Recipes of foods you can prepare with your child.)

Family Publications

Lexington School for the Deaf

30th Avenue & 75th Street

Jackson Heights, New York 11370

National Association for the

Education of Young Children (NAEYC)

1834 Connecticut Avenue, N.W.

Washington, D.C. 20009

ESPECIALLY FOR GRANDPARENTS AND OTHER RELATIVES

My Child Comes with Directions, by Betty F. Griffin, 1978.

(A format for parents to follow in writing essential information about their hearing-impaired child for teachers, relatives and friends.)

My Child, by John Tracy Clinic Staff.

(Explains a child's deafness and its effects; how family members and friends can help your child.)

Alexander Graham Bell Association
for the Deaf

3417 Volta Place, N.W.

Washington, D.C. 20007

Educational Materials Department
John Tracy Clinic

806 West Adams Boulevard

Los Angeles, California 90007

It is not required that you read these books. If any sound interesting, check with the publishers for prices or your local library and its inter-library loan system.

JOHN TRACY CLINIC CORRESPONDENCE COURSE FOR PARENTS OF YOUNG DEAF CHILDREN

PART B-PRESCHOOLERS

Lesson B-VI

Dear Parents,

By now you have probably settled into a routine. You have learned to accompany your daily activities with language appropriate for your child. You have become more skilled in providing language for your child, and your understanding of him has deepened and grown. You are watching him develop many skills.

In earlier lessons, we discussed how to talk to your child throughout the day to help him expand his general understanding of language. In this lesson, we offer suggestions for selecting your child's first receptive word, and guidelines for building further receptive vocabulary.

This lesson also discusses your child's learning. The early years are critically important for your child's learning. During the preschool years your child makes discoveries and learns skills that are basic to all his future learning. If you think of school as a building, then you can think of the preschool years as the foundation.

We hope you enjoy providing your child with language, and watching his marvelous curiosity and learning. Observing a young mind grow and develop is truly an exciting experience.

John Tracy Clinic

JOHN TRACY CLINIC

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806 West Adams Boulevard

Los Angeles, California 90007

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Communication

YOUR CHILD'S RECEPTIVE LANGUAGE

Receptive and Expressive Language

Up to this point, we have discussed building your child's foundation in understanding language – his receptive language – by using everyday situations. This general language teaching, as described in Lessons Four and Five, is one way your child develops receptive language. In Lesson Six we will discuss another way of building your child's receptive understanding by focusing on specific language. Using planned activities, you can emphasize a selected word for specific receptive language teaching.

Receptive language, as you remember from Lesson Two, is the foundation for your child's language learning. Your child's receptive language is the language he receives and understands. His first receptive words may be the names of things (nouns), such as **ball** or **car**, and action words, such as **up**, **off** or **open**, that cause something to happen. After your child has developed language receptively, he will begin to use it expressively.

Children must **understand** the meaning of words before they can meaningfully **use** them. Your child will have to learn to understand words, through listening and lipreading, before he will use those words expressively. Language learning is an ongoing process of building understanding and using it.

Your Child Begins to Understand

By now your child may be showing some early signs of understanding or comprehension. He may understand frequently-used phrases, such as, "TIME TO EAT," "TIME FOR BED," or "DADDY'S HOME," when you say them in the same situations daily. Or, he may appear to understand frequently-used words of caution, such as "HOT!" or "NO!" He may be beginning to understand these words when they are used in connection with situational clues.

Why Specific Language Teaching is Important

By now your child most likely watches your lips with more attention and perhaps he seems aware of your voice. All of your talking to your child throughout the day has begun to build his general receptive language. As you begin to work on specific language, you will find your general conversations have already begun this important teaching process.

Specific language teaching supplements, clarifies, and reinforces teaching done in a general way. For a beginning child, working with a selected word establishes and then strengthens the idea that language exists and that language has specific meaning. It also gives your child opportunities for practice in concentrated form where situational clues are not present or are very minimal. Specific

language work will shorten the time your child needs to learn and understand a word, because the word can be repeated many times in a short period of time. It provides opportunities for varied experiences with the word, so your child can develop a fuller understanding of what it means. And as you and your child work together, his watching skills and attention habits will strengthen and improve.

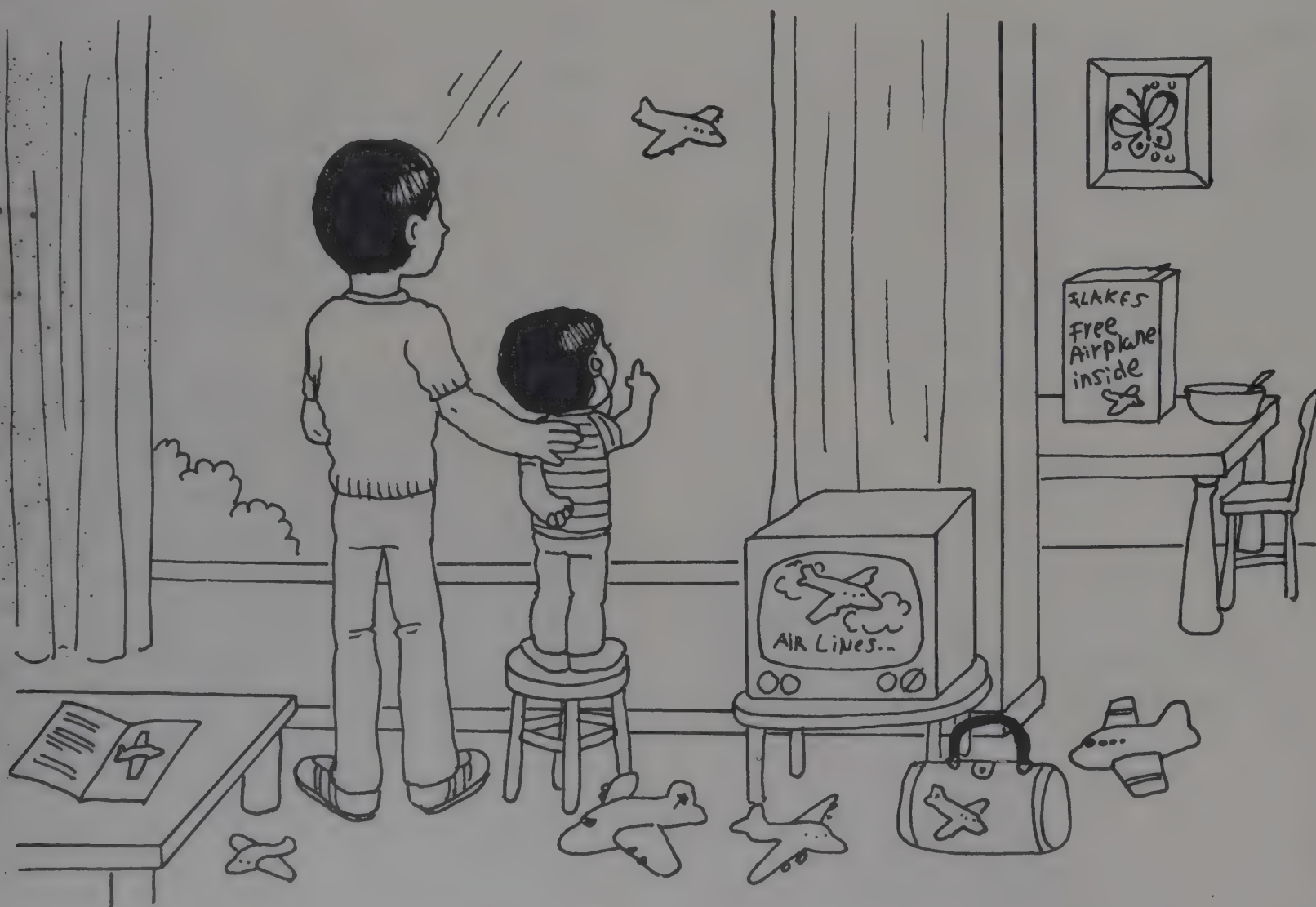
YOUR CHILD'S FIRST RECEPTIVE WORD

Choose Carefully

Choose your child's first word carefully – it is an important one. It needs to be a word for something he is interested in, a word that is easily read on the lips and which offers a good opportunity for listening. Even if your child already knows some words, you can use

the following suggestions to choose words to increase his vocabulary. The words you choose should always be used in a phrase or sentence as you present it to your child. The purpose is to teach your child **language**, not just a vocabulary list. Using phrases and sentences will give your child some understanding of how words fit together.

We suggest that the first word you teach should be the name of something – a noun. The idea that things have names – and that words refer to specific things – is very basic to early language learning. If this is your child's first word, we suggest that you choose a noun so he can learn this essential concept at the same time he is learning the first word. The word should be the name of an object your child can see, touch, feel and move – an object in his immediate environment that he can act upon. This will help the most in making the word real to him.



Make a list of words that are important to your child, words that he wishes or needs to understand. Choose words that can be taught in the course of activities that he will enjoy. The better you know your child and his interests, the better your choice will be. And the better your choice, the more easily your child will learn.

Think about your child and his life. What are his favorite toys or clothes? What objects frequently used in daily living seem of particular interest to him? You might make a list of these things. Consider how each of these words meets the requirements we will now discuss.

Is the Word Easily Seen on the Lips?

Once you have chosen several words of interest to your child, see how visible they are on your lips when you say them. If your child is equally interested in cars, balls, and airplanes, try saying each word in front of a mirror to see how it looks – its visibility. A word must be seen on the lips if it is to be lipread. It is a good idea, at least occasionally, to say words and sentences in front of a mirror. You can then observe the lip movements of various words and sentences and get an idea of what your child sees.

Is the Word Easily Heard?

The audibility of words – how easily they can be heard – differs, just as the visibility does. Vowels are among the loudest speech sounds. Among them, the loudest are **oo** (as in **shoe** and **blue**), **ah** (as in **ball** and **father**), and **ee** (as in **bee** and **feet**). Consonants vary greatly in audibility. Those that are harder to hear (such as **f** as in **foot** and **th** as in **teeth**) are often the most visible.

Use of Residual Hearing in Understanding

Even if your child has only a tiny bit of residual (usable) hearing, he can learn to listen. He can learn to recognize differences in sound and rhythm which will eventually help him understand more. Training and consistent use of properly working hearing aids will help your child learn to listen.

Can You Use the Word Many Times Every Day?

Can the word you have selected be used many times each day? Can it be used in a variety of ways and in a great many different situations? Does it lend itself to use in little games, as well as in your daily routines? A word could be of interest to your child, easily visible and audible, and yet be difficult to use repetitively every day. Or it could be difficult to use in a variety of situations. For example, think about the words **airplane** and **ball**. Both might be of equal interest to your child, are fairly visible on the lips, and fairly audible, but **airplane** may offer few chances for repetition if you live where airplanes are seldom seen.



Use the Word at the End of the Sentence

Use the specific word you are teaching in a phrase or sentence. Whenever possible, try to position the specific word at the end of the sentence. Use a variety of sentences, such as:

- “DO YOU WANT AN APPLE?”
 “HERE’S AN APPLE.”
 “CUT THE APPLE.”
 “MOMMY WILL PEEL THE APPLE.”
 “IT’S A BIG APPLE.”
 “MMMM. IT’S A GOOD APPLE.”
 “WE HAVE TWO APPLES.”
 “YOU WANT THE RED APPLE.”

General Language Teaching

We have been talking about some very specific language teaching – choosing a single word to focus upon. This does not mean you should abandon the general language teaching we discussed in earlier lessons. Continue to talk to your child during all his daily experiences. Give him language for all his activities and thoughts. Continue this general language teaching as well as specific teaching of his “special” word. General language teaching provides the important repetition for your child to fully learn what any “special” word means, and exposes him to a wide range of language experiences.

Let's Review: Choosing Your Child's First Word

- 1.. Your child's first specific word should be the name of a familiar object.

2. It should be the name of something that really **interests your child**.
3. The word should be highly **visible** on the lips.
4. The word should be easily **audible**.
5. It should be a word you can **repeat often** and use in your child's games and activities.

Make a List

Have you thought of some words? You can use the following space to jot down some words you are considering. Take into account the five considerations listed above, and choose a specific word for your child.

1



WHAT GOES INTO UNDERSTANDING

Many Ways to Build Understanding

Once you have chosen a word for specific language teaching, you will want to plan some activities for you and your child during which you can use the word often. Also, look for as many opportunities as possible to use the word every day in a wide variety of situations. For example, if you wish to choose the word **airplane**, pause and consider if your child has seen a real airplane. Unless he has seen a real one, the word will not have meaning for him.

You could possibly take a trip to an airport, for example, to give him experience with seeing airplanes. And for storytime, read

books with pictures of airplanes. During playtime, you can help your child make an **airport** or a **hangar** for his toy airplane, using a cardboard box or blocks.

From construction paper, you can cut out airplanes to make a collage or cut out magazine pictures of airplanes to paste on paper. You can often find children's puzzles with airplane pieces, as well. Pictures of airplanes are often found on children's clothing. Look for pictures of airplanes all around you – even on a box of cereal!

These situations can all provide opportunities for you to talk about airplanes frequently. You can think of even more.

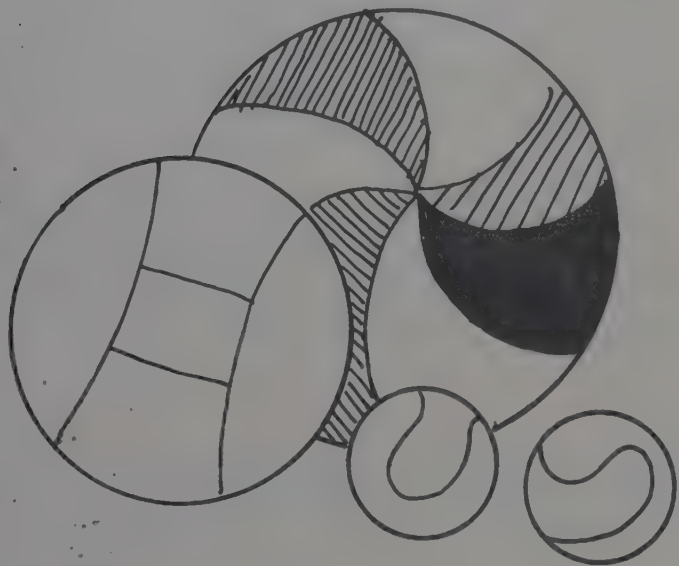
How Much Exposure is Enough?

At first, as you use the word, you should expect nothing – **absolutely nothing** – in the way of a verbal response. Your child will have to hear and see the word used in many situations with the appropriate objects. He may have to be exposed to the word hundreds or thousands of times before he will recognize it. Keep using the word in connection with the object it represents. Surround him with balls, airplanes, apples or whatever the object may be. Provide him opportunities to hear the sounds and see the lip movements that make up “his word.” Eventually, he will match whatever he is able to hear and the lip movements to the object.

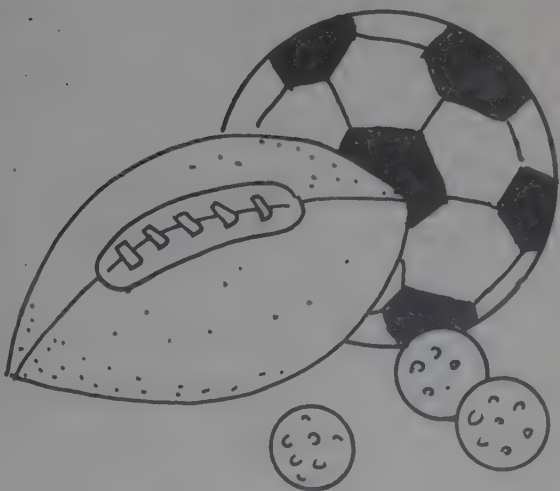
Help Him Develop a Concept

What do **you** think of when you hear the word **ball**? Something round. Something solid. A sphere. The ball that comes to your mind may be big, small, light, heavy, or any color at all. But the ball you think of is certain to be

round. With the one notable exception of the football, all balls – golf balls, tennis balls, basketballs, beach balls, Ping Pong balls, and even the shiny ornaments we call Christmas tree balls – have a single distinguishing feature. They are round. Most of them are also something to play with. This is what makes them **balls**.

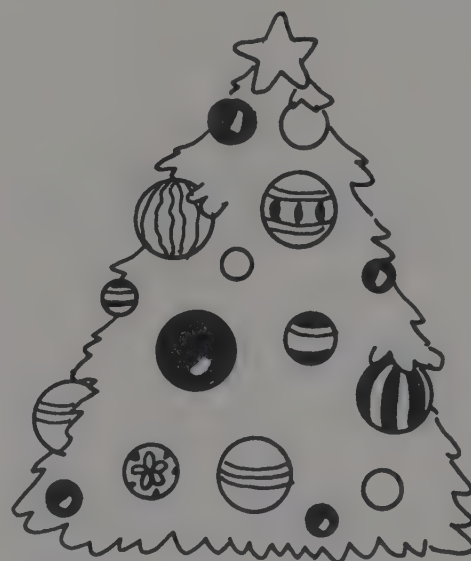


Just as a picture of some kind of ball flashes into your mind every time you hear the word, a picture of a round object should come to your child's mind whenever he hears and sees the word **ball** on your lips. He has to recognize the lip movements and the sounds. And they must call to his mind the object the word stands for. He is not just reading lips or hearing a sound. He is beginning to understand that words are symbols for things.



Is His Concept Broad Enough?

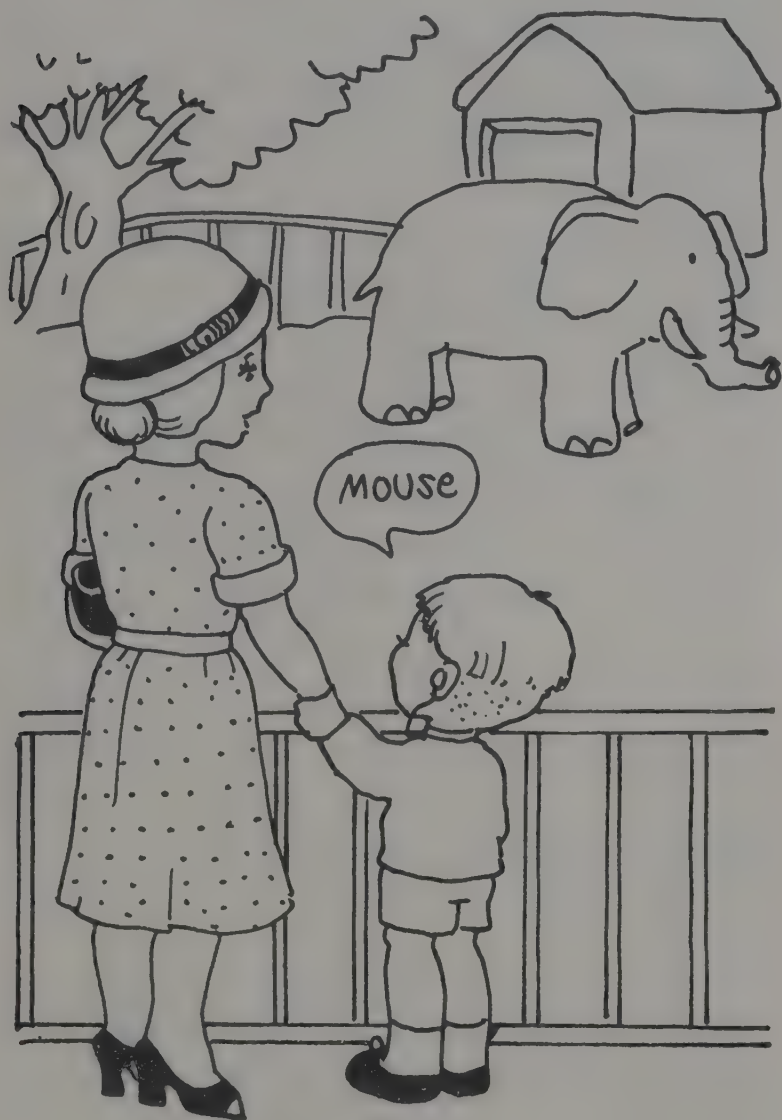
You can help your child understand that the word **ball** describes many different kinds of balls, in addition to his little rubber one. He will have to hear and see the word many times, in connection with balls of various sizes, weights, colors, and textures. He will have to come to realize that they are all balls, before he really understands the word. So it is most important for you to have different



kinds of balls on hand to bring out for games, or just to play with and talk about during the day. Your child will need many opportunities to roll, throw, bounce and kick balls as part of his playtime to develop a broad concept of the word.

This same general rule about providing a variety of examples applies to any new word you teach. If the word is **car**, you talk about different kinds of cars, and what you do with the car. Don't limit your use of the word to occasions when you talk about the family car.

Your child will have to learn that the little red sports car, the station wagon, or the shiny convertible that catches his eye all need gas and take people places. They are all **cars**.



Is His Concept Correct?

We know a mother who was delighted that her child could always pick up a tiny toy airplane or point to a picture of a smaller airplane when she said the word. But she was not so pleased that one day, when she said, "AIRPLANE," her child pointed to a flying insect. For a moment she couldn't understand why he was confused. Then she realized that he had never seen a real airplane up close. To him, airplanes were tiny specks in the sky and, in many pictures, about the size of a mosquito. A visit to the airport, where he could see real airplanes and realize their size in relation to himself, gave him a better understanding.

A story told by Mrs. Tracy further illustrates the point. When John was about four years old, he was taken to the zoo. As he stood gazing at an elephant, he suddenly looked up and said, "MOUSE." To anyone who had seen the whimsical silhouette of a mouse in John's picture book, the mistake would appear quite logical. The highly imaginative drawing of the little animal, with its large ears, snout-like nose, and a long thin tail was not very different from a picture of an elephant. And the horse on the opposite page was only slightly larger than the mouse in the picture! One could easily see why a child who had never seen a real mouse or an elephant, nor heard about either, could easily mistake one for the other. This is why we ask you to expose your child to real objects before exposing him to toys or pictures. Otherwise there may be a misunderstanding.

Situational Clues

At this point, your child may have little understanding of the words you say. As with many hearing-impaired children, he may be relying a great deal upon nonverbal clues for understanding.

For example, perhaps you have noticed that your child appears to understand what you say better at some times than others. He may seem to understand a specific word or request one day but not the next. It is very possible that during the times he does understand you, he is receiving additional help to understand what you are saying. This additional help most likely will be in the form of situational clues.

For example, while you and your child are playing with blocks, you may ask him to hand you one. He will probably do so easily, but you cannot be sure that he understands the



words, "GIVE ME THE BLOCK." The situation may make the meaning of your words obvious. You may have looked at the block, or held out your hand. He may already be holding the block. It is very natural for him to give it to you. All these clues help him understand.

There are many important situational clues available on many occasions. These can include: the expression on the speaker's face, his tone of voice, or the time of day and place. Daily routines also provide innumerable clues which even a young child can recognize and use for understanding. Your child may respond appropriately to **many** things you say regularly, such as: "IT'S TIME FOR YOUR BATH," "WASH YOUR HANDS," "WIPE YOUR MOUTH," "DRINK YOUR MILK," or "WAVE BYE-BYE," by using the particular clues of time, place, situation and habit that regularly accompany each remark.

Situational clues are very important, both to the hearing-impaired listener and to the person with normal hearing. Sometimes, for example, we miss a word or two someone is saying. Consciously and unconsciously, we try to fill in the gaps by making use of many of the same clues. However, situational clues alone are insufficient for complete understanding. They cannot give your child all the information he needs to understand what you say to him. He needs to develop good language skills which are independent of these nonverbal clues. You are helping him do this with both general and specific language teaching. As your child develops greater understanding of language, his need for situational clues will decrease.

Help Him Succeed

When you are teaching the first word, it is very important to make the experience a very positive one for your child. His interest and motivation will help him learn more quickly. You can make the learning experience a positive one for your child by helping him succeed at every step.

Perhaps you have chosen the word **shoe** as your specific teaching word. First, give him general practice in listening to and seeing the word. Talk about his shoes, your shoes, his brother's shoes, and pictures of shoes you see in books as you read together. After you have given him many opportunities to see and hear the word in everyday situations, you can give him specific practice with the word.

For example, when you and your child are in his bedroom, ask him for his shoes. Make sure they are in plain sight. If he is puzzled by your request, or if he hesitates, you can

repeat the sentence. Also, it may help if you rephrase it, for example, "GET YOUR SHOES," then "LET'S FIND YOUR SHOES." If he needs more help, then take him to the shoes and help him pick them up. Praise him, saying, "HERE ARE YOUR SHOES!" Then, help him put them on if you are helping him get dressed, or put them away.

It is very important to do something with an object after you ask your child for it. This gives meaning to your words. Your child must know there is a reason for him to respond to your request. If there is no apparent reason or reward for "getting the shoes," he will be less interested the next time you ask for a response. By doing something with the shoes, you are linking your words with purpose and showing him that language is useful and meaningful. And by using language in association with everyday activities and things your child is familiar with, you are taking advantage of his interest to build his language skills.

EVIDENCE GAINING

What is Evidence Gaining?

By "evidence," we mean proof that your child understands a word or phrase from lipreading and hearing it, and not just because of situational clues or gestures. What you want, as proof that he understands this selected word, is some kind of action. He has to **recognize** the word; he has to **understand** what it refers to; and he has to **do something** in response to it to let you know he does understand. Therefore, your child needs to learn both what your words mean and how to respond to them. His response may be a simple glance, a gesture, an action, or later, a verbal response. At first, you will have to show him how to respond. In time, he will respond on his own.



His response will let you know if he understands this word you have chosen. It will let you know if he has developed the concept for the word. Through evidence gaining, you will know when you can go on to another word, or whether you need to spend more time with the word your child is learning.

Evidence gaining is a way to help you evaluate what your child knows. It is **not** testing your child. If he does not understand the word, he does not fail, but you know that he needs more practice with the word. You are gaining information about what your child can demonstrate he knows. You gain evidence through natural conversations in everyday situations. You can tell from his response to a request how much he understands.

One More Step

Perhaps for several days, your child has responded appropriately to your request, "GET YOUR SHOES," when you are in his bedroom and they are in plain sight. You have also given him much practice in hearing and seeing the word in other situations. When you are reasonably sure your child can understand the word **shoe**, begin to reduce the situational clues. For example, when you are helping him get dressed, have his socks close to his shoes, still within your child's range of vision. Then say something about the shoes, such as, "WHERE ARE YOUR SHOES?" or "LET'S PUT ON YOUR SHOES." If he goes directly to a shoe, and ignores his socks, there is little doubt that when you say the word **shoe**, it means something to him. If he first looks at the shoes, then at the socks, and can't seem to make up his mind, show him immediately that it's a shoe you want. Help him feel successful. You can reinforce the language by saying something more about the shoe.



Continue to give him more practice under different situations on the word **shoe**. He will need more practice before you go to a second word. As you give him more practice with the word, note your child's response to your request for shoes in a variety of circumstances. For example, can he find them when they are not in plain sight, or when you are in the bathroom? Can he point to the shoes in a picture? If not, continue to give him practice. His understanding is growing.

When your child has responded correctly through his actions on three separate occasions, **without** situational clues, you can be reasonably sure he understands the specific word you have chosen. You need not wait until your child tries to say the word. For now, you are building understanding. Then you can begin teaching another word.

Keeping Records

Begin now to keep records of your child's vocabulary. Three-by-five cards, one for each word, are handy for this. Write the word and the date you begin specifically teaching it. You may want to cut out a picture of the object (from a magazine) and paste it on the

card, or draw one. Then enter the date on which you are sure your child understands the word. Right now we know you will be able to remember this information, but later your child's vocabulary will develop more rapidly and it will be hard to keep track of the words he knows. This file can also be used for review as your child learns more and more words.

CHOOSING A SECOND WORD

If you are sure your child already understands a word or even several words, choose a second (or third, or fourth) word. Use the evidence-gaining techniques just discussed to help determine if your child is ready.

Quite a bit of time has probably passed since you began teaching your child his first word. Review your list of words that name things of interest to your child, but take a moment to think of your child. He may have grown and changed. He may have acquired new interests and outgrown others. Add or delete words on your list to keep pace with his interests. You can use the guidelines we discussed earlier to choose another word – except now there is one additional factor to consider.



Choose a Contrasting Word

The added requirement for the second word is that it must **sound different** and **look different** on the lips from the first word.

The easiest way to select a word that sounds different is to choose one with a different number of syllables – this is particularly important because even very deaf youngsters can learn to recognize this difference. Varying the vowel sound is important, too, since these sounds are easily heard by many hearing-impaired children. Say the following pairs of words and notice that they sound quite different: **shoe/balloon, ball/airplane, boat/water, car/baby**. Now say the same words in front of a mirror, clearly but without exaggeration. You will note that they not only **sound** different, but **look** very different on the lips. Now choose a second word from your list. See if it involves different lip movements from your child's first word. If the two words sound or look similar, choose another word.

“Look-Alikes”

Many words do look alike on the lips. There are certain groups of consonants that appear almost identical when spoken.

They are:

/p/, /b/, /m/:

Say to yourself (in front of a mirror) **Mama** and **Papa**. Because they look so similar, we suggest you do not use **Mama** and **Papa** or **Mom** and **Pop** to refer to yourselves. **Father** or **Daddy** will cause less confusion.

/t/, /d/, /n/:

To, do, and new, or town and down also appear almost identical on the lips. Lipreaders rely on the context of the sentence to distinguish them.

/k/, /g/, /ng/:

These three sounds, formed in the back of the throat, are almost invisible, but lipreaders distinguish between words like **kick** or **king** by the context of the sentence.

Let's Review: Choosing the Second Word

1. Name of something that **interests your child**.
2. Something that lends itself to **frequent repetition**.
3. Name of something in **your child's environment**.
4. A word that is **visible** on the lips and **fairly audible**.
5. A word that **looks and sounds entirely different** from the first word.

Can You Stay Too Long on the First Words?

You may wonder whether you are holding your child back by staying with a first, then a second, receptive word until they are learned.

The time, you know, may vary from one week to several, or even longer. Are you holding him back? NO! You are giving him countless opportunities to lipread in a general way all day long. There are hundreds of words you use in appropriate situations throughout the day, such as: **up, down, push, pull, hot, cold, come, bye-bye, hi, water, milk, stop, no, don't, spoon, dish, table, chair, baby, Mommy, Daddy**. And there are countless phrases that will become familiar to your child: "DON'T DO THAT," "PICK IT UP," "HERE IT IS," "TIME TO EAT," "TIME FOR BED," "WAKE UP,"



"GOOD NIGHT," "LET'S GO," "WAIT A MINUTE," "JUST A MINUTE," and "AFTER A WHILE." All of these are things you say often. So you see you are not limiting your child to the one or two specific vocabulary words you have chosen. He has a limitless amount of practice in general conversation all day long, every day.

More Practice on the First Two Words

Suppose your child can understand his first word by listening and lipreading, and also seems to be able to understand the second. Should you choose a third word and begin to practice on that? For right now, review each of them until there is absolutely no doubt that each word can be understood by listening and lipreading. The more practice your child has, the more secure his understanding.

Be Patient

While the first word sometimes seems to take forever to learn, and the second almost as long, each word thereafter will be learned more rapidly. In teaching a child to understand his first word, you are also teaching him that objects have names. And with the second word, you confirm this concept. After that, his receptive vocabulary will grow even faster.

Each New Word Takes Practice

Learning to understand through listening and lipreading is a big job. Every word you add to your child's vocabulary will require practice. Therefore, whether it is his first or his twenty-first word, you will need to look for every possible opportunity to say it (and let him hear it and see it on your lips). Each new word will be learned more rapidly than those learned before, but each word will still require a lot of exposure. Use all the **natural** opportunities that come up daily, **create** additional opportunities, and **plan** activities that provide opportunities. The games and activities included in each lesson can be adapted and varied to suit your child, yourself, and the word you are teaching. Before introducing a new word, glance through the games and activities. They may act as a springboard for some ideas of your own.

Old Words Need Practice, Too

When you begin specifically teaching a second word, don't forget to keep reviewing the first one. Otherwise, your child may forget it. Continue to use the first word. This way, you will reinforce it so that it will remain firmly in your child's vocabulary.

Even after your child has developed some language, you can continue to use the techniques offered in this lesson as teaching tools to introduce new words, and later, more complex language concepts. An important benefit of learning to use these tools now, is that you and your child learn to work as a team. Your child gets used to learning from you and working with you. This teaching and learning relationship, which you develop with your child, will be a valuable one for both of you.

BUILDING VOCABULARY

Picture Dictionaries and Word Books

Picture dictionaries and illustrated wordbooks also help you select words to add, one by one, to your child's vocabulary. A few such books are mentioned in the "Other Sources of Information and Help" pages of this lesson. Remember, use pictures only **after** your child has had firsthand experience with the object represented by the picture and **after** he has heard and seen the word on your lips in connection with real life situations.



FOR THE MORE ADVANCED CHILD

Your Child Needs a Variety of Words

Once your child begins to understand a number of words, you will want to help him expand his language to include many different types of words. He will need action words and verbs, adjectives and modifiers as well as nouns, so that he can combine them – as you do – in natural language combinations.

Make a list (using the three-by-five cards as suggested earlier in this lesson) of all the words your child understands. Many of them, perhaps even half of them, will probably be nouns – the names of things. Are they all names of similar things, such as toys, or clothing? If so, begin selecting new words which are the names of other objects in your child's life.

Next, check your list to see if any of your child's words are action words or verbs. If none are, then begin introducing some verbs such as: **push, pull, throw, roll, jump** and **catch**. Introduce these words alone at first, or use the object IT as in "THROW IT," or "CATCH IT." Demonstrate by performing the action. Plan activities which will allow your child to perform the action when you say the word. When your child understands the action word, you can then say, "ROLL THE BALL," or "CATCH THE BALL."



Things to Remember When Building Vocabulary

1. Choose each new word carefully.
2. Practice until your child can understand it.
3. Add a new word only after you are certain your child knows the word or words already introduced.
4. Continue practicing the known words to reinforce them and make sure they are not forgotten.

Other words your child can begin learning are adjectives and modifiers, such as **big, little, soft, pretty** and names of colors. You can also introduce words, such as: **good, sticky** or **wet**.

Now see if your child understands any prepositions. Prepositions, such as **in** and **on** may be the easiest for your child to learn. Other prepositions, such as **under** and **behind** may take your child a long time to understand. You should always use the appropriate prepositions when talking to your child. In that way, he will eventually learn and develop understanding of those words.

Feelings Need Words, Too

Hearing-impaired children, just like all children, need words to express their feelings – even, and maybe especially, when those feelings are negative. You will have to help your child learn words to express his feelings: **angry, sad, tired, and happy**. Help him also learn expressions, such as: “STOP IT!” “I DON’T WANT TO,” and “NO, THANK YOU.”

Expressions and Routines

Teach your child many different kinds of expressions. He also needs to learn “PLEASE,”

“THANK YOU,” and “EXCUSE ME.” And for special occasions, he needs holiday expressions such as: “MERRY CHRISTMAS,” “HAPPY BIRTHDAY,” and “TRICK or TREAT!” He needs to learn “HELLO” or “HI” and “GOOD-BYE” or “BYE-BYE.”

REMEMBER, WE ARE HERE TO HELP

We are here to help as you work on the lessons, and we will do as much as we can to assist you and your child. The material in this course is designed to meet the needs of hearing-impaired children with varying hearing losses. When you send us information in your reports and letters, we can offer specific suggestions on how to adapt the course to your child’s special needs. Each child will progress at his own rate. There is no “standard” rate at which you and your child should move through these lessons – some go slowly and others more quickly. Your pace will depend on your child’s age, skill level and readiness, and the amount of input you and others can give him.

WHAT OPPORTUNITIES HAVE YOU HAD TO USE THE RECEPTIVE WORD YOU HAVE CHOSEN?

What word have you chosen? _____

Do you think he used any situational clues to understand?
(If so, what were they?)

How did he respond?

What phrases did you use?

Describe the activity.

DAY 1

DAY 2

DAY 3

DAY 4

DAY 5

You and Your Child

LEARNING TO LEARN

Not too many years ago, the first five years of a child's life were considered a time for physical growth and for fun. "Young children should play, should enjoy themselves; there's time enough for serious learning when they start school" – so the reasoning went. Of course, we know now that it is right to think of the preschool years as a time for play, but it is quite incorrect to think of play as something separate from learning. Not only do we now appreciate that children learn through play, but we realize that play is one of the most effective ways to learn. Play, remember, is your child's work.

Today we also know that the first five years of a child's life are exciting and important years for learning. During these years, children learn a variety of concepts and skills that provide the necessary foundation for future learning. This is why these are often called pre-reading, pre-math, and pre-science skills and concepts. He will never learn as much in any five-year period again.

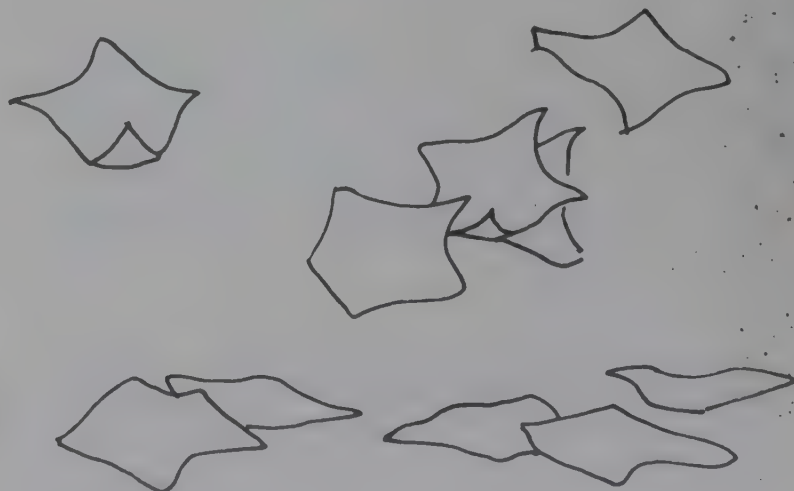
A child learns so much and so readily because he **wants** to learn. He enters the world with an insatiable curiosity to acquire knowledge

about everything! He wants to see, touch, smell, hear, and taste everything. And the more a child learns, the more he seems to want to learn.

A child learns through his senses and through his experiences. He learns about a ball by seeing, touching, handling, smelling, rolling, bouncing, kicking, dropping, pushing, even chewing or biting it. He develops concepts such as **off** and **on** by taking things off and putting them on. He learns most readily and most completely through his own actions: when **he** flips the switch that turns the light **off**, and when **he** takes **off** his shoes, his shirt, or the top of a jar. He will not fully learn about apples just because the refrigerator is stocked with apples or the tree's branches are laden. He will learn best by doing things with the apples: seeing, picking, cutting, smelling, tasting, and eating apples. He will learn through his senses and through his participation with his environment and the objects within that environment.

Your Role in Your Child's Learning

Because young children have such a strong desire to learn, they are very open to the



influence of the people and environment around them. And this is where you come in! Your job is to provide an environment rich with experiences and materials and to encourage your child in his explorations. Your encouragement will nurture his mind and his personality. His experiences now in his preschool years will determine to a large extent how he will learn and how he will feel about learning all through his life.

You can give your child the best possible learning experiences by:

- Providing materials and activities that encourage his learning.

- Understanding the skills he has to learn.

- Taking an interest in his discoveries.

- Interpreting and enlarging his experiences.

- Praising him for attempting new activities and encouraging him to try again, when necessary.

- Praising his strengths.

- And most importantly, providing the words and language to describe his experiences.

Your child has the same curiosity, ability and desire to learn that all children have. However, he needs your special help in acquiring the language that describes the experiences, and the language he can use to shape his experiences. Take advantage of your child's interests to teach him new language – and teach him the language for things he already knows.

Talk to him about everything he is learning. Talk to him about the **shape** and the **size** of things, about **how many** and **how much**, and about **time**. Most of all, talk about his investi-



gations, his solutions, and all the things he is trying to learn. By doing this, you will make language learning an integral part of all his experiences.

A Secret of Success

Your child will learn happily and easily when he is **ready** to learn. You will want to offer your child learning opportunities that match his level of development. Observing your child will help you understand what he knows, what he doesn't know, and what he needs to learn. With this knowledge, you can plan activities that will hold your child's interest.

At one point, for example, your child may be fascinated with exploring the idea that things can be the **same** or **different**, and have no interest in the concept of numbers. Later, he may turn to numbers with great interest and not be intrigued with sameness and difference at all. By noticing his changes in interest, you

can offer him challenges that match his interests.

Offer your child the challenge of doing things that are a little harder than he has done before. Be careful – they must not be too difficult! He may get discouraged if they are too hard. The more your child is challenged and then succeeds, the more he will wish to continue to learn.

Always remember that your child is an individual with his own unique style of learning. Certain things may be very simple for him, and others more difficult. It is important to be aware of your child's strengths and weaknesses, and that these can change. He is a very special person – value him for that! It would be difficult – even unfair – to compare him with other children. Even children of the same age can be at very different developmental stages. Children ARE all individuals!



LEARNING TO CLASSIFY

Classifying and sorting are part of our daily lives. Think, for example, how time-consuming a trip to the grocery store would be if the grocer did not sort his wares: fresh fruit and vegetables in one area; meats in another; milk, cheese and butter in still another; and staples arranged on shelves, all neatly categorized.

Classification is a vital part of our lives because it helps us create order. There are many ways to classify objects: by shape, color, size, texture or use, to name only a very few. Our individual creativity and needs guide us in sorting and classifying.

Of course, learning to categorize and classify takes much time. For the infant, no classification exists. He treats all objects the same way to learn about them. You might remember that when your child was very small, he tested and explored all objects by putting them in his mouth (or at least trying to!). Gradually, however, a child learns that all things are not the same, and learns how to treat different kinds of objects. He knows that objects have a variety of purposes: balls are to be rolled, bounced or thrown; cookies are to be eaten; and shoes and coats are to be worn. His knowledge of the world expands.

Are They the Same?

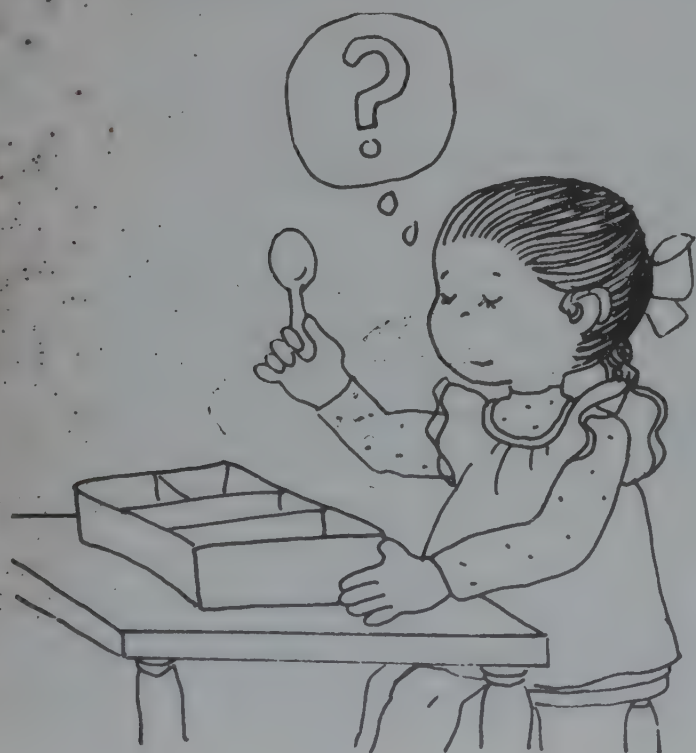
The ability to classify develops slowly through childhood. First, a child learns the basic concept of **sameness** and **difference**. You can find countless opportunities to call your child's attention to things that are the same and things that are different. For example, the two socks in a pair are the same, and so are his shoes, but two shirts, pants or jackets are different from one another. Bowls are different from plates, but several bowls or

several plates may be the same. He may also have toys with pieces that are the same and different from one another.

When you first introduce the language of **same** and **different**, you might want to use the words "same" and "not the same" to make it easier for him to understand. Also, in the beginning, compare objects which are **identical** to demonstrate **sameness** and ones which have **nothing in common** to demonstrate **difference**. This will make the concepts most clear to him.

How Are They Different?

Later, your child will learn that objects may be similar in some ways – but not others. For example, he can learn that fruits, vegetables and meats are all things we eat, but they are not exactly alike. Beds, dressers and couches are all furniture, but some belong in one room and some in another. You can give your child many chances to learn more about similarities and differences as he sorts things in the house. Putting away silverware is a good activity – we use forks, knives and spoons to eat, and they may belong in the same drawer, but they all go in different places in that drawer.



Many Ways to Sort

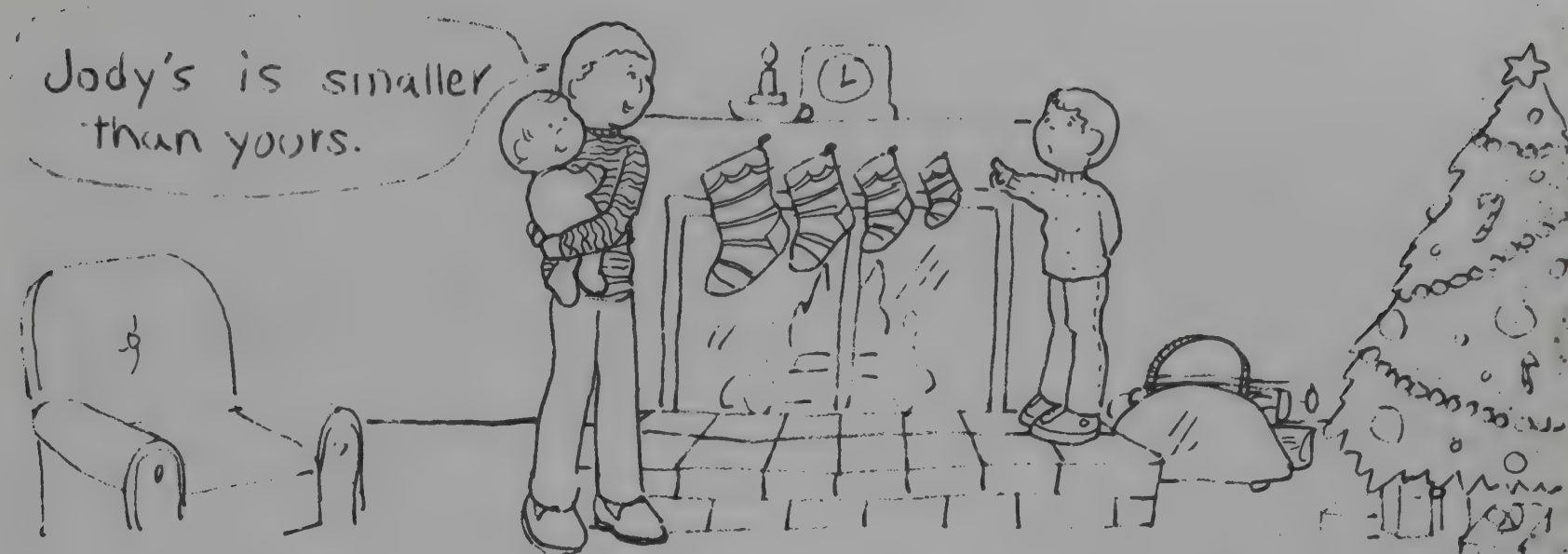
Not only does the grocer classify his groceries in the store, but you also sort them when you get home: perishables go in the refrigerator, staples and canned goods go in the pantry or in a cupboard, and so on. When your child helps you put the groceries away, he is learning still more about classification.

Sorting laundry can be another way your child can sort, as he helps you put dark clothes in one basket, light clothes in another, and whites in still another. Once washed, you can help him sort according to still another classification scheme: Daddy's clothes in one pile, then Nicky's, Natalie's, and Mommy's in others. Or, they can be sorted by article: pants, shirts, and pajamas. Sorting and rolling socks can help your child note differences in color, size and ownership, as well as "sameness" as you find a pair.

Children sometimes classify things differently than adults. If your child is learning about colors, or has a particular interest in color, he may wish to sort the laundry by color – all the blues together, all the reds together, and so on. That's fine! Your child is learning different ways to classify, and is learning to recognize different characteristics. There are countless ways to classify. Encourage your child's creativity and talk to him about the property – color, size, shape – that he is interested in. Much later, he will begin to identify other characteristics such as changes in speed, texture and weight.

Size

One of the first ways a child learns to classify is by size. At first, your child may only notice large changes in size. But soon, with practice, he can learn to recognize less noticeable changes in size – and learn to sequence by these changes.



When a young child lines up a series of boxes from the smallest to the largest, he is comparing their sizes and placing them in order. It is with the same thought process that a young child stacks rings – largest to smallest – on a stacker, fits a set of nesting boxes together – largest first and smallest last – or builds a tower with the largest block on the bottom and the smallest on the top.

You can talk about the sizes of the toys and objects your child plays with and sees to help him notice the differences and learn the language of sizes. You can also help him learn more about comparisons:

"THAT'S A BIG TRUCK."
 "MY SHIRT IS BIGGER THAN YOURS."
 "YOU ARE BIGGER THAN MATTHEW."
 "MY COOKIE IS SMALLEST."

The Shape of Things

We can also classify by shape. Learning about shapes is an important preschool skill. Children learn about shapes through experiences with a wide variety of toys and other materials of different shapes. Provide materials which allow your child to easily see different shapes: blocks, balls, plates, buttons, beads, cards. Scraps of material can be cut into various shapes which can then be handled, talked about, or made into a collage.

When appropriate, talk to your child about the shapes of things – talk about blocks that are round, square, and triangular; talk about round balls, and square boxes. (Much later, your child can learn the words "cube," "cylinder," "sphere" and so on.) Don't concern yourself about your child using any of these words – it will be a while before they will have meaning for him. For now, concentrate on giving him many experiences with different shapes. As always, your child will develop the **concept** for something before he uses the word to describe it.

Learning More about Comparisons

As we said, children need to compare how things are the **same** and how they are **different** as they classify and sort. They learn a lot about comparisons during the preschool years, but it will be many years before they understand the full range of comparisons. At first they learn to compare sizes: a truck is bigger than a car, a dog is bigger than a cat, Daddy is taller than Christopher, and so on. Later, they learn to compare things in other ways.

Help your child begin to build ideas about comparisons by providing experiences that allow him to compare things. As his understanding of how we describe different characteristics grows, you can begin to lay the

foundation for understanding finer and finer discriminations:

"A COOKIE IS SWEETER
THAN A CRACKER."

"THIS BALL IS HARDER
THAN THIS ONE."

"A PILLOW IS SOFTER
THAN THE FLOOR."

"ICE IS COLDER THAN WATER."

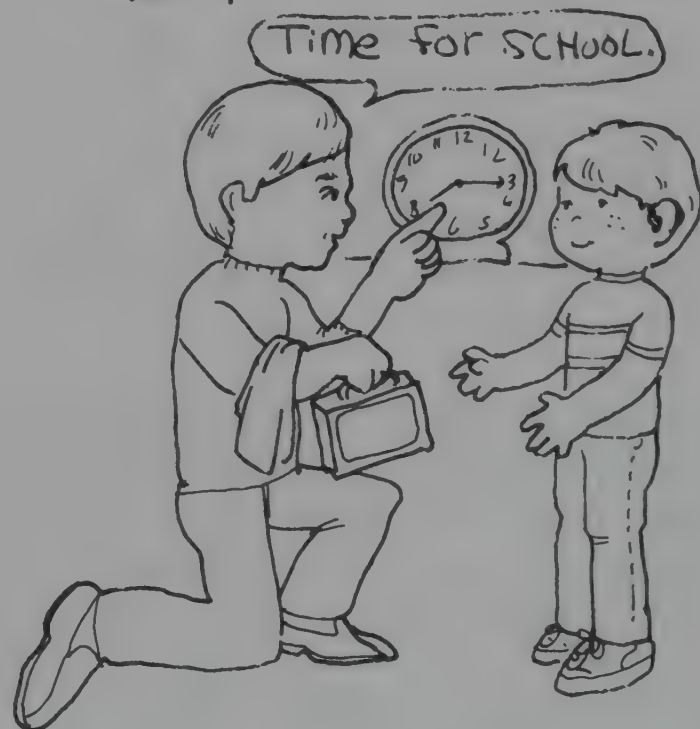
ALL ABOUT TIME

It's also very important for your child to learn about time. The idea of time develops very slowly in preschool children. Indeed, dealing with time is even difficult for adults. When we are enjoying ourselves or are very busy, time flies by and several hours seem like minutes. On the other hand, if we are stalled in traffic, ten minutes can seem like an hour. As adults, we understand that it only "seems" that way because we can measure our experiences objectively with a clock or a watch. But young children do not have an objective way to measure time. Eventually, a child will begin to understand that time can be divided into segments — minutes, hours, days, months. But at first, he will only understand "now" and "not now."

Young children need a variety of experiences to develop their concept of time. One important way children learn about time is through daily routine. For example, they soon understand that playtime follows breakfast and getting dressed. With your help, your child's understanding of time can grow much fuller.

Using a Clock

To help introduce the idea of time to your child, you can use a play clock. It can easily be made from a paper plate. Clip cardboard



Using a Calendar

In the game section for Lesson Five, AN EVERYDAY ACTIVITY, the variations of the Bedtime game included a brief discussion of how to help your child understand the passage of time through a daily news story.

It will take your child time to learn the concepts of yesterday, today and tomorrow, or days and weeks. At first, at the end of the day, take a single sheet of paper to illustrate something that happened that day. Events which seem ordinary to adults are often quite significant to children: a hurt knee, finding a feather, the visit of a neighborhood playmate or having ice cream may be the day's highlight for your child. You may decide to use an instant snapshot, a sketch, a picture cut from a magazine or box, or even a prop - a feather, a bandage, a piece of a popped balloon - whatever is appropriate for the event. To increase your child's exposure to the printed word, write a short sentence under the picture.

Don't expect your child to read the words, but this will help prepare him for the time when he is ready to develop reading skills. Talk about the event. Encourage your child to



hands to the center of the plate with a paper fastener, and draw the numbers around the "face" of the clock. You will have many chances to use this clock. For example, you could set the hands on it for lunch time - say twelve o'clock - and put it beside a real clock. Tell and show your child, "WHEN THEY'RE THE SAME, WE'LL HAVE LUNCH," or "AT TWELVE O'CLOCK WE WILL EAT."

When it is twelve o'clock, show him that the hands on both clocks are the same. If you have been helping your child recognize sameness by matching things, he will soon get the idea that the clock hands match - they are the same. In addition to showing him that they match, you will want to mention the time, "IT IS TWELVE O'CLOCK." You can prepare your child for bedtime, bathtime, a trip to the store, or many other activities this way.



use any words he knows during the conversation. If you keep these pages in a notebook, you can gradually introduce the terms YESTERDAY, TODAY, and TOMORROW. As you look at yesterday's picture, you can say, "YESTERDAY, JAMIE FELL DOWN. IT'S ALL FINISHED." Then you can move ahead to today's special happening.

If your child seems ready, you might begin to use a calendar to help him get some idea of days, weeks, and months. Buy or make a calendar with a very large square for each day of the week. This will allow enough space for you to make an illustration or a drawing to illustrate what has happened or what will happen on certain days. At first, use the calendar without trying to teach your child the names of the days of the week. Just expose him to your little drawings or pictures with a brief sentence under it, just as you did in the notebook. Talk about events in terms of

yesterday, today, and tomorrow. You can make small cardboard or paper tags which say "TODAY," "YESTERDAY," and "TOMORROW" to attach to each day's space on the calendar. You won't expect him to read the tags, but the exposure to the printed word is helpful.

Try to use the same language from day to day to talk about the same event, both before it happens, and after it occurs. One day you can say: "TODAY JEFFREY RACED HIS TRUCKS." "YESTERDAY JEFFREY ATE A HOTDOG." "TOMORROW WE WILL GO TO THE ZOO." The next day you could change your language to: "YESTERDAY JEFFREY RACED HIS TRUCKS." "TODAY WE WENT TO THE ZOO." "TOMORROW WE WILL GO SWIMMING."

Crossing off each day as it goes by will also help your child understand the passage of time.

NOVEMBER

1  We went to the movies.	2  Katie had eggs for breakfast.	3  Betsy came to play.	4  Katie found a leaf.	5 
8  We went to Grandma's.	9 YESTERDAY  Mark hurt his finger.	10 TODAY  Katie got a haircut.	11 TOMORROW  Katie's Birthday	12
15	16	17	18	19

ALL ABOUT NUMBERS

How Many?

During the preschool years, children develop a beginning understanding of numbers, or amounts of things. At first, a child may learn to count without knowing what the numbers actually mean. He doesn't understand that the word TWO, for example, means **two** of something: two children, two shoes, two apples. A child who understands that numbers represent a specific amount will have an easier time learning arithmetic when he gets to school. He will have a solid foundation on which to build.

You can help your child understand and learn the concept of numbers in a variety of casual ways through everyday experiences. As you sort laundry, you can count shirts, pants, and socks with your child. As he helps you set the table, you can help him count the number of spoons, plates, glasses, and napkins that are needed. You can count steps as you go up and down. If he goes with you to the store, or helps you put away groceries, you can count the number of apples, cans of soup, or boxes of cereal you buy. Just be certain that when you count with your child, **you are actually counting out each item as you say the number.** Have all the things you are going to count in front of you and your child. Touch each article as you count it. When your child counts them, have him touch each article.

Be patient, it will take time for your child to grasp the concept of numbers. Any child must have many experiences hearing and using numbers before he will understand them. Your hearing-impaired child needs even more experiences to learn the language of counting. Use numbers as you count out objects, for example, "ONE, TWO, THREE." "HERE'S ONE." "HERE ARE TWO." "ONE FOR MARK, ONE FOR ANNA, ONE FOR



YOU."

How Much?

We also talk about amounts without using numbers. The quantities of some things – like water and sand – cannot be easily counted. They are referred to by words such as: SOME, MORE, MOST, MORE THAN, LESS, LEAST, LESS THAN, A LITTLE; A LOT, TOO MANY, TOO MUCH, and TOO LITTLE. Other similar words that should become familiar to your child are: ALL GONE, EMPTY, NO MORE, and FULL. Use these words appropriately in your daily interaction with your child. Watch for opportunities.

When your child helps in the kitchen, you will find many chances to use quantity concepts. You may need SOME MILK or MORE FLOUR. You can also talk about THE EMPTY CEREAL BOX and THE FULL ONE, A LITTLE JUICE and A LOT OF JUICE.

LEARNING ABOUT SPACE

Your child began to learn about space, himself, other objects, and their relation to space when he was a tiny baby. He learned that he could put his fingers – maybe his whole hand – into his mouth. Later he found other objects and put them in his mouth.

By the time he is three or four, he will learn even more about how things can fit together. He will learn that puzzle pieces have a special way of fitting together. He will gradually learn that he can turn a puzzle piece several ways before it will fit just right. At first this will be through trial and error. Later, he will be able to “visualize” shapes and sizes.

And in the same way that he learns puzzle pieces fit together, he will begin to observe how his buttons on his shirt work, how his coat zips and that the right shoe goes on the right foot. Eventually he will also learn that he

has an earmold for each ear (if he wears two aids).

Providing your child with toys to take apart and put back together again will help him learn **for himself** how things fit. Such toys can include: blocks, cars, and trucks made to be taken apart and put back together; Tinker-toys (little children need large ones); pegs and pegboards; puzzles; stacking rings; large Lego blocks; dress-up clothes that snap and button; jars and lids; pans with lids; stacking bowls.

Also provide your child with materials to rearrange and reshape. Talk about what he does when he rearranges or shapes things: “ALL YOUR CARS ARE IN A ROW” or “LOOK AT THE TOWER YOU BUILT (with blocks).”

Where Is It?

As your child learns more about space, he is also learning about where things belong and where to find things. As he helps you put away various things – toys, clothing, dishes – he is learning where things are. Through these experiences, your child gains a sense of security of knowing where things can be found or where they belong. You can help your child learn the language that describes where things are in many everyday situations.

“FIND YOUR BALL.

IT’S IN THE CORNER.”

“MARGUERITA IS AT SCHOOL.”

“DADDY WENT TO WORK.”

“WHERE’S YOUR COAT?

IT’S IN THE CLOSET.”

Your child also needs to know about larger and more distant places. Walks, shopping trips, and visits to friends widen his world and help him gradually learn to locate places of importance in his neighborhood. Talk to him about the places you visit.



Many Other Places!

Your child is, and has been, developing many ideas about relations of objects in space. He needs your help to put words to these developing ideas. He needs words that describe where one object is in relationship to another: ON, OFF, IN, INSIDE, OUT, OUTSIDE, ON TOP OF, UNDER, ABOVE, BELOW, BEHIND, BETWEEN, AMONG, NEXT TO, BESIDE, IN FRONT OF, IN BACK OF, NEAR, CLOSE TO, FAR (FROM), FAR AWAY (FROM), UP and DOWN. Before your child will learn these words, he needs a lot of firsthand experience with the ideas and the words. Use these important words when talking to your child.

"THE BALL ROLLED
UNDER THE TABLE."

"PUT THE GLASS
NEXT TO THE PLATE."

Enrique, you're sitting
between Mother and Daddy.



"PUT THE SPOON ON THE TABLE."

"CLIMB UP THE SLIDE."

"SLIDE DOWN."

Also help him learn about how perspective
can change.

"I PUT THE FORK ON TOP OF
THE NAPKIN."

"THE NAPKIN IS UNDER THE FORK."

"PUT YOUR ARM INTO THE SLEEVE."

"YOUR HAND CAME OUT OF
THE SLEEVE."

"PUT THE LETTERS IN THE MAILBOX."

"LOOK, THE MAILMAN
TOOK THEM OUT."

"YOU'RE SITTING BETWEEN
MOMMY AND DADDY."

"NOW YOU'RE SITTING BESIDE GREG."

Now you're sitting
beside Consuelo.



SOLVING PROBLEMS

Problem-solving is a vital skill all through life, and another skill that has its foundation during the preschool years. It is important for your child to begin to learn how to solve problems now – give him many opportunities to work things out for himself.

As we know, before we can reach a solution to any problem, we must find the cause. This is the same for children. When your child comes to you with a problem, help him see why he is having difficulty. For example, your child might have trouble putting on his pants because they are zipped. Before he can put them on, he must identify the problem – he must realize that the zipper is closed.

Identifying the problem is only the first step. Next, your child must find a solution and try it out. Since many young children are fearful of being wrong, your encouragement is very important. Praise him when he thinks, then acts. If you know a decision he makes will turn out wrong (as long as there is no danger involved), allow him to try it out anyway. This is the way he will learn! Allow him to make mistakes, to take them in his stride, and then to try again.

You can make a game out of finding a solution through “trial and error.” Your sense of humor will help your child understand that others – even you – make mistakes! For example, if the wheel on his toy car has come off, you can show him several “solutions” to the problem. You can stick the wheel on the steering wheel and say, “IS THIS RIGHT?” Pause a moment to give him a chance to “answer.” He might show his understanding by shaking his head, “NO,” or by taking the wheel off himself. If he doesn’t respond, you can laugh or smile as you say, “NO, NOT HERE.”



Then, place the wheel on the hood. Say, "HOW ABOUT HERE?" Give your child the opportunity to respond. If he does, praise him and say, "WHERE DOES IT GO?" Encourage him to show you, then offer to help him. Finally, you can put the wheel on the right place and say, "IT'S ALL FIXED!"

By letting him see you make mistakes without getting upset, you are showing him how to keep trying. This is vitally important for your child.

What Will Happen?

He needs to learn about the consequences of his actions – that if he rides his tricycle too fast, he may fall off or, if he puts his cup of milk too close to the edge of the table, it may fall off. As he learns about cause and effect, he can begin to take responsibility for his actions.

He also needs to learn that his actions can bring him positive reward. If he pedals vigorously, he will be able to get to the top of the hill. And, if he piles up his blocks carefully, he can build a high tower. His own experiences,

along with your encouragement, will help him develop problem-solving skills the fastest. Your child can also learn how he can change the world around him. Let your child observe changes. Let him see what happens to bath water when you add bubble bath, to milk when you add chocolate syrup, to cookie dough when you add a drop of red food coloring, to yellow paint when you add some blue paint.

All these experiences will increase his understanding of the world. Look for opportunities to stimulate the thought "What will happen?"

A Skill Forever

The ability to cope with problems does not come easily for children – or, for that matter, for adults. Learning to cope with problems requires constant practice and a sense of humor, too. Problems are, after all, part of living, and children need to learn to take them in their stride. Help your child now to begin to think for himself. He will develop these important problem-solving skills – and this will be more than a skill for him, it will be a way of life.

Games and Activities

AN EVERYDAY ACTIVITY

Description: MAKING THE BED

Purpose of the Game:

To expose your child to the language associated with bed-making.

To help your child develop a sense of independence.

What You Need:

You and your child.

Your child's bed.

Some small toys.

When to Play:

Whenever the bed needs to be made.

What to Do:

1. Let your child help you make his bed.
2. In the course of the activity, stress certain words that are likely to come up: "PULL" as you pull the sheets, blankets and spread; "PULL HARD," "PULL A LITTLE MORE," as you straighten them; "FOLD," as you turn the sheet over the blanket; "PUNCH," as you fluff the pillows; "SMOOTH," as you straighten and smooth the sheets and spread some more.
3. You can also talk about the colors of the bedding and the textures. You can say:



"HERE'S A BLUE BLANKET," "IT'S SOFT," "THAT FEELS NICE."

4. Remember, the goal for now is not to have your child make a perfect bed! Concentrate on spending some enjoyable time with your child to help him learn the language associated with bed-making and giving him a sense of accomplishment as he participates in the work of the family.

Variations:

1. You may wish to hide some small toys under the covers before you begin. You can share your child's joy in discovering what each "lump" in the bed is. Choose things as: a ball, a car, a doll, a puzzle piece, or anything that corresponds with words your child knows or is learning.

Siblings might enjoy this game as well. Have each child take a turn and find a toy. Older siblings might also enjoy choosing which toys to hide and place under the covers.

2. Have your child put a stuffed animal or doll to bed, then later, after the doll "has woken up," you and your child can make the bed.
3. When you are stripping the bed before washing the sheets, your child might enjoy a simple game of "Hide and Seek," especially if an older sibling can first play the game. Throw a sheet over the older child's head and say, "WHERE'S JENNIFER?" When your older child removes the sheet, you can say, "HERE SHE IS." If this type of activity would not frighten your child, encourage him to play, or help him again hide his brother or sister. This game may

not be appropriate for a child with very little residual hearing.

When the older child is still under the sheet, you can take the opportunity to point out facial features through the sheet; "THERE ARE JUDY'S EYES," "THERE'S HER HEAD," "OH, THERE'S HER NOSE."

If Your Child is Ready: Advanced Language and Skills

As your child learns some of the basic language for bed-making, expand what you say:

"PUT THE QUILT ON THE BED."

"PUT THE PILLOW

NEAR THE HEADBOARD."

"OH, THE BED'S ALL MUSSED."

"THE BLANKET IS FUZZY."

PLAYTIME

Description: IMAGINATIVE PLAY ON A TRICYCLE

Purpose of the Game:

To casually interact with your child as he rides his tricycle or other wheeled toy.

To use language connected with a visit to the gas station.

To encourage your child to enjoy imaginative play.

What You Need:

Your child's wheeled riding toy.

A chair.

A cardboard box (for a gasoline pump).

A small piece of hose, if available.

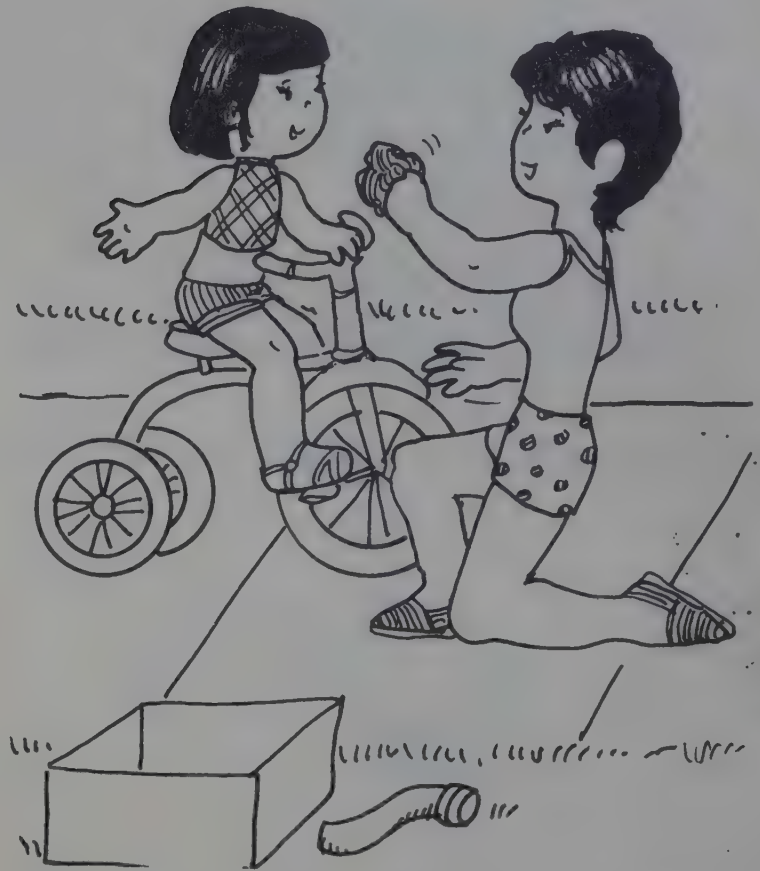
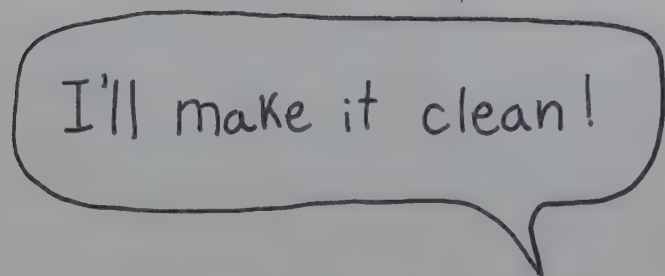
A rag.

When to Play:

Any time after your child has had experience at a real gas station or repair center with a real vehicle.

What to Do:

1. Place the cardboard box near an area where your child is riding his tricycle. Call him and indicate you would like him to "drive over." Use the cardboard box as the gasoline pump. The short piece of hose could serve as the nozzle as you "gas up" his vehicle. You could also "wash" his "windshield" with the rag, and check the oil, tires, and so on.



2. While you are "servicing" the vehicle, you will have many opportunities to use phrases such as:

"DO YOU NEED GAS?"

"I'LL FILL IT UP."

"TURN IT ON." (the gas pump)

"HOW MANY GALLONS?"

"UH OH, YOU NEED OIL!"

"THE TIRES NEED AIR."

"\$5.00, PLEASE."

Variations:

1. Your child might like to bring his vehicle in for "repairs." You could change tires, fix the "engine," etc. Or, you might want to set up a small "car wash."
2. Your child might also enjoy paying a "toll" at a "tollbooth." Sit in a chair beside the path or sidewalk where your child is riding. When he approaches you, place your arm

out as a "gate" and tell him to "STOP." Then put out your hand to collect a toll, and say, "25 CENTS PLEASE." When he "pays," you can open the "gate."

3. If he is playing with friends, you might set up a small parking lot with each child's name on a space. Direct each one to park. Then, perhaps everyone could sit down for a small treat.

***If Your Child is Ready:
Advanced Language and Skills***

1. Give your child a chance to be the gas

station attendant. You could pull a wagon or other wheeled toy into your child's "station." Give him the opportunity to question you:

"FILL IT UP?"
"\$10.00, PLEASE."

2. When you visit a real gas station, you might give your child the opportunity to tell the attendant:

"FIVE GALLONS, PLEASE."
"MAY I HAVE \$10.00'S WORTH, PLEASE?"
"PLEASE CHECK THE OIL AND WATER."

A THINKING ACTIVITY

Description: BODY LANGUAGE

Purpose of the Game:

To help your child learn about his body and how it relates to the world around him.

What You Need:

Furniture.

Large cardboard cartons.

Other items that can be used to make an obstacle course.

What to Do:

1. Set up an obstacle course so that you and your child can play "Follow the Leader." A sibling or friend might also enjoy joining in.
2. Lead your child UNDER, OVER, AROUND, THROUGH, UP, DOWN, IN and OUT OF objects. You can use chairs and tables to crawl UNDER, large cardboard cartons to crawl THROUGH (or you might purchase or make a tunnel out of cloth and hoops), and pillows, bolsters, blocks and hassocks to crawl OVER.
3. As you and your child go through the obstacle course, talk to him about what you are doing, what you are going to do, and what you and he have done.

"LET'S GO UNDER THE TABLE."
"I'LL GO AROUND THE PILLOW."
"YOU CRAWLED AROUND THE BOX."
"YOU'RE UP ON THE COUCH!"
"COME OUT."
"YOU CAME OUT."



4. Show your child there are some things you can't fit into, that he can.

"MAMA'S TOO BIG."
"YOU'RE UNDER THE CHAIR."
"I CAN'T FIT."
"THAT'S TOO LITTLE."

Variations:

1. Trace your child's body on paper, then outline the bodies of other family members as well. Compare the sizes. This is also a good opportunity again to talk about the parts of the body.
2. Using a toy barnyard, your child can learn about how other things fit. You can talk about the sizes of the animals as well.

"THE HORSE IS BIGGER THAN THE CHICKEN."

"THE CHICKEN CAN GO THROUGH
THE WINDOW."

"CAN THE HORSE? NO, HE'S TOO
BIG."

"THE FARMER IS GOING THROUGH
THE DOOR."

"THE DUCK WENT UNDER THE FENCE."
"THE DOG IS IN THE BARN."

If Your Child is Ready: Advanced Language and Skills

Play a game similar to "Simon Says" in which
you give your child simple commands.

"GO UNDER THE TABLE."

"GO AROUND THE CHAIR."

"GO THROUGH THE DOORWAY."

Always be ready to demonstrate the directions.
Another child might also enjoy playing this
game.

LISTENING

Description: DISCRIMINATING BETWEEN ENVIRONMENTAL SOUNDS

Purpose of the Game:

To help your child hear the difference between two environmental sounds.

To help your child learn to indicate which of two sounds he has heard.

What You Need:

A drum or a large pan and a "drumstick."
A bell with a fairly deep tone.

Pictures of both objects.

What to Do:

1. Show your child the drum or pan. Strike it a few times so he can hear the sound it makes. After you strike it each time, say, "I HEARD THAT."
2. Show your child the picture of the drum or pan and compare it with the real object.
3. Encourage your child to strike the drum two or three times himself. After each beat, point to your ear again and say, "I HEARD THAT." Then, point to the picture. Show him the response which you will want him to make later.
4. Show him the bell and the picture of the bell in the same way. Let him ring the bell several times. Each time he rings the bell, again, point to your ear and say, "I HEARD THAT." Then, point to the picture of the bell.
5. Then, alternate striking the drum and ringing the bell. After each sound, guide your child's hand to point to the correct picture.
6. After that, vary the sounds in an irregular fashion so that sometimes you strike the drum two or three successive times before ringing the bell again.
7. Continue the game for as long as your child is interested. At least for the first time, probably eight to ten responses will be enough. Stop **before** your child becomes bored with the game, and he'll be more eager to do it again on another day.
8. If your child has difficulty deciding how to respond, be sure to model the response for him and guide his hand if necessary. Encourage him each time he responds!

Good listening, Nathan!
That was the bell.



9. If your child finds this game easy, try having him close his eyes or turn around and listen while you make the sounds.

Variations:

1. The sounds of everyday household objects can also be used in a more informal version of this game. For example, gather pictures of different objects or actions which make noise, such as: an alarm clock, a blender, someone knocking on the door, a doorbell, the dishwasher, the garbage disposal, washing machine, vacuum, etc. At first, you may want to limit your choice to two sounds. If possible, have your child seated near the sources of sound, and put the pictures in front of him. Then, either you or a "helper" can turn these sound sources on and off. At first, choose two very different sounds, which you know your child can distinguish between, such as an alarm clock and the vacuum.
2. Rather than having pictures of the objects or actions for your child to point to, you might have him go to the object that is making the sound, or place a sticker or a token by it or on it. Tokens can include pennies, raisins, beans, or buttons, or any other small object.
3. If you continue to use pictures, you could have your child place a "token" on the picture, or in a cup or dish beside the picture.

If Your Child is Ready: Advanced Listening Skills

1. If your child has the language, he can tell you the name of the object making the sound.
2. You can use tape recorded sounds, especially of objects which are less accessible. Examples might be: jet planes or helicopters, traffic noises, construction machinery, or music. You might also want to tape sounds from objects such as the telephone, a car coming into the driveway, and a dog barking, etc. For those taped sounds, unless your child can name them, a picture of the object would be necessary, so he can show you what's making the sound.
3. If your child has more hearing, you can use some sounds which are softer and more difficult to hear, such as: running water, birds singing, paper rustling, and so on.
4. Instead of using just two sounds for the child to decide between, you may want to select three or even four sounds. In a situation such as this, your child would listen and choose which of the three or four made the sound each time.

SPEECH

Description: A VOCAL PLAY BOOK

Purpose of the Game:

To expose your child to a variety of vocal sounds.

To help your child enjoy vocal play as a game.

What You Need:

A looseleaf scrapbook or notebook.

Pictures from magazines or hand drawn to illustrate various sounds.

When to Play:

Any time. Quiet times are especially good.

What to Do:

1. Draw pictures or cut pictures from magazines that suggest specific sounds. There are examples listed below. You may think of many others.

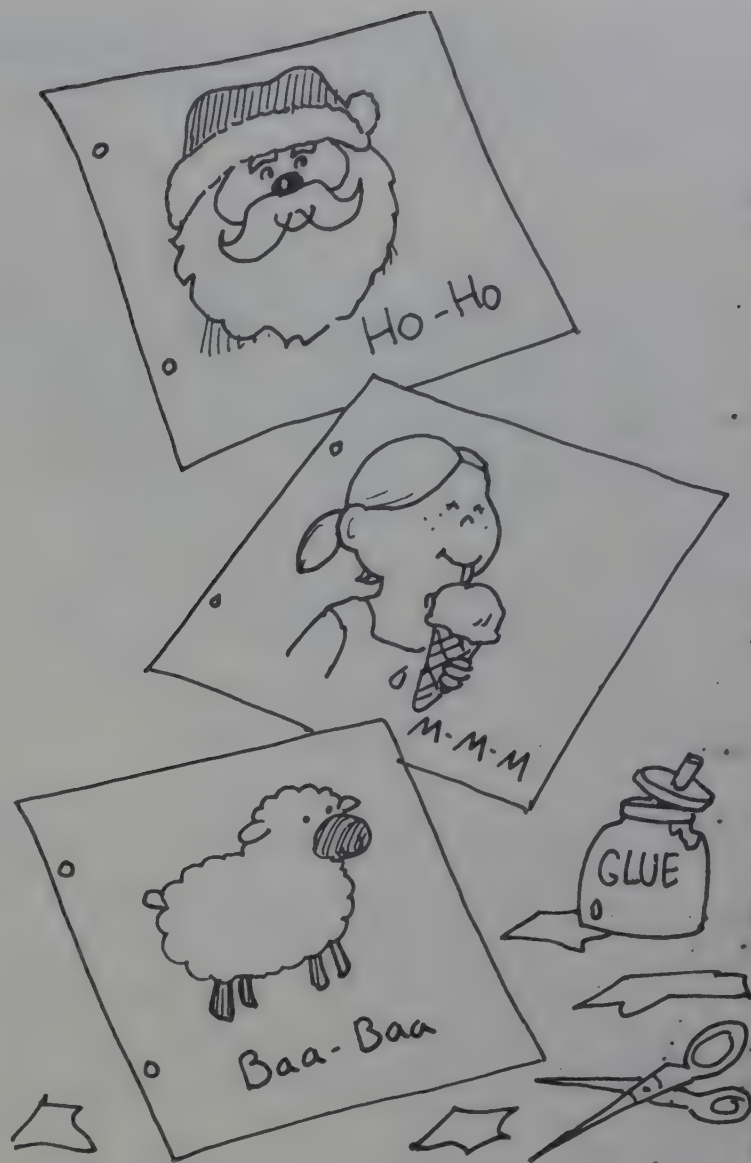
Shhh: A person holding his fingers to his lips; a baby or a young child sleeping.

Ha Ha: Someone laughing.

Ow: A picture of a child falling or parent putting a bandage on a scrape or cut.

Ho Ho: A picture of Santa Claus.

M-M-M: A picture of someone enjoying eating something (preferably one of your child's favorite foods).



Uh Oh: A picture of something falling, spilling or breaking.

Boo!: A picture of a ghost (especially good around Halloween).

La La: A picture of someone singing.

Meow: A picture of a cat meowing.

Bow Wow: A picture of a dog barking.

Baa Baa: A picture of a sheep.

Moo: A picture of a cow.

2. Draw or paste the collected pictures, one to a page, in the book. Write the sound underneath the corresponding picture.
3. Before you use the book with your child, try to determine which sounds and situations he may already be familiar with. He

will probably enjoy looking at the pictures – and learn the sounds more easily – if he is familiar with them.

4. Use the book with your child much like you would use a storybook. Point to the picture and tell him the sound it represents. Be animated! Perhaps you could act out some of the situations as well. Always use language to explain the pictures.

“OUCH. THAT HURTS!”

“THE BABY IS SLEEPING. SHHH.”

“THE DOG SAYS BOW WOW.”

“LOOK AT THE COW. MOO.”

5. The purpose of the game is to encourage vocal play by exposing your child to the sounds. If he attempts to imitate the sounds, that is wonderful! As always, be sure to let him know how pleased you are. If he doesn't try the sounds, that is fine, too.

Variations:

Encourage your child to open the book at random and pick the sounds for you to produce.

If Your Child is Ready:

Advanced Language and Skills

1. If your child has begun producing the sounds spontaneously himself, you can

encourage **him** to make the sounds as you point out the pictures.

Select a few of the pictures (maybe just two at first) with which your child is most familiar. Make the sound, and help your child decide which picture corresponds. Eventually he may be able to choose without assistance.

2. A variation of this might be to allow your child, if he is able, to make the sounds himself. Then, you decide which picture is correct. Children love to be “teacher!”

3. If you can get duplicates of some of the pictures, you and your child can play a game similar to “Go Fish” or “Lotto,” matching the pictures. First, you can produce the sound and have your child find the matching pair. Then he can produce the sound and have you match the pair. Other children might also enjoy playing with you.

4. The Vocal Play Book should be left in a place where your child can easily reach it. Many times a child will absorb a great deal on his own and experiment with sounds if the pictures are readily available to him.

Highlights

Now you are on your way! You have selected your child's first receptive word, or are actively working to further expand his vocabulary. If your child is just starting out in language learning, it may take him a while to learn these first words. But, if you are always on the lookout for opportunities to increase his understanding of language, it will grow.

Young children are curious and have a great desire to learn. They learn through all their senses and through their firsthand experiences. Your job is to provide an environment that will encourage your child's investigations and explorations. If you do this, your child will learn all that he is ready to learn.

SPACE FOR PARENTS' NOTES

[illegible]

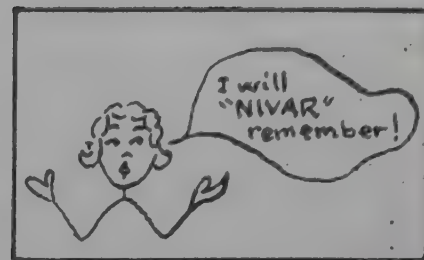
SEND YOUR SIXTH REPORT ON ITS WAY AS SOON AS YOU ARE READY. YOUR REPORTS
HELP US HELP YOU!

(There is more space for your notes on the back of this page – or you may prefer a notebook.)



Check your understanding: LESSON VI

RECEPTIVE LANGUAGE



I. FILL IN THE BLANKS: Choose the best word from the list below.

1. All of your talking to your child throughout the day builds his _____ receptive language. (B-VI.5)
2. Emphasizing one selected word in planned activities is called _____ receptive language teaching. (B-VI.5)
3. Specific language teaching _____, _____ and _____ teaching done in a general way. (B-VI.5)
4. Specific language teaching will _____ the time your child needs to _____ a word. (B-VI.6)

clarifies
understand
general
situation
supplements

specific
reinforces
shorten
lengthen

II. COMPLETE THE FIVE FACTORS: Each letter of the nonsense word NIVAR is the first letter of one of the factors in **choosing the first specific receptive language word** for your child. Can you list those factors? (B-VI.6,7,8)

The word should:

be a N

be of I

be V

be A

be able to be R

III. TRUE-FALSE:

- _____ 1. It always takes three days for a child to understand his first specific receptive language word. (B-VI.9)
- _____ 2. It is important to place the specific word you are teaching at the end of the sentence. (B-VI.8.)
- _____ 3. While you are concentrating on teaching a specific receptive language word, you should stop using all general language. (B-VI.8)
- _____ 4. If you are teaching the word **ball**, you should always use the same ball in your games. (B-VI.10)
- _____ 5. "Evidence" is proof that your child understands a word from lipreading and hearing it, not because of situational clues. (B-VI.13)
- _____ 6. Your child must use a word before you can be sure he understands it. (B-VI.13)
- _____ 7. Evidence gaining is a good way to **test** your child. (B-VI.14)
- _____ 8. You do not need to wait until your child tries to say a word to be sure he understands it. (B-VI.14)
- _____ 9. When choosing a second word to teach, it is important to be sure it looks and sounds nearly the same as the first word you taught. (B-VI.16)
- _____ 10. It is important to keep reviewing (using) words a child has learned so that he won't forget them. (B-VI.17)

This is for **your** review and enjoyment only. Please do **not** return it to us.

ANSWER KEY

I.	1. general	NOUN (or NAME)	1. F	III.	6. F
2.	2. specific	INTEREST	2. T		7. F
3.	3. supplements, reinforces, clarifies	VISIBLE	3. F		8. T
4.	4. shorten, understand	AUDIBLE	4. F		9. F
		REPEATED	5. T		10. T

Other Sources of Information and Help

YOU AND YOUR CHILD

Help Your Child Learn How to Learn, by Marie L. Avery and Alice Higgins, 1962.

(Stresses learning through games and play activities.)

Your Child's Sensory World, by Lise Liepmann, 1974.

(Describes how a child's senses affect his behavior and how his environment influences his sensory awareness.)

A Piaget Primer: How a Child Thinks, by Dorothy G. Singer and Tracey A. Revenson, 1978.

(Explains the distinctive stages of cognitive development in children.)

Order from:

Prentice-Hall
Englewood Cliffs, New Jersey 07631

Penguin Books, Inc.
40 West 23rd Street
New York, New York 10010

A New American Library
1301 Avenue of the Americas
New York, New York 10019

EDUCATION OF DEAF CHILDREN

Language for the Preschool Deaf Child, by Grace Harris, 1950.

(Contains many ideas for language activities.)

John Tracy Clinic Vocabulary List, by the Clinic Teaching Staff.

(List of basic words in categories; ideas for introducing new vocabulary.)

Grune & Stratton
Harcourt-Brace-Jovanovich, Inc.
111 Fifth Avenue
New York, New York 10003

Educational Materials Department
John Tracy Clinic
806 West Adams Boulevard
Los Angeles, California 90007

There are many excellent children's books available. Some of these are:

COUNTING BOOKS

Golden Happy Book of Numbers, by R. Tucker Abbott.

Golden Press, Inc.
Western Publishing Company, Inc.
Department M
1220 Mound Avenue
Racine, Wisconsin 53404

Beginning to Learn About Numbers, by Richard L. Allington, Ph.D.

Raintree Children's Books
205 West Highland Avenue
Milwaukee, Wisconsin 53203

Monster Bubbles, by Dennis Nolan, 1976.

Prentice-Hall
Englewood Cliffs, New Jersey 07632

One Was Johnny, A Counting Book, by Maurice Sendak, 1962.

Harper and Row, Publishers, Inc.
Keystone Industrial Park
Scranton, Pennsylvania 18512

PICTURE DICTIONARIES

B Is for Bear, by Dick Bruna, 1979.

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

Golden Picture Illustrated Dictionary.
and
Golden Picture Dictionary, by Lilian Moore.

French and European
115 Fifth Avenue
New York, New York 10003

My Pictionary.

Methuen Children's Books Ltd.
11 New Felter Lane
London EC4P 4EE
England

Best Word Book Ever, by Richard Scarry, 1963.

Golden Press, Inc.
Western Publishing Company, Inc.
Department M
1220 Mound Avenue
Racine, Wisconsin 53404

These books are not required reading. If you would like to read one or more, you may want to check with your local library before ordering from the publisher.

JOHN TRACY CLINIC CORRESPONDENCE COURSE FOR PARENTS OF YOUNG DEAF CHILDREN

PART B-PRESCHOOLERS

Lesson B-VII

Dear Parents,

Can it be? Yes, it is! You have completed the first half of this course. You have learned about your special role as a parent of a young hearing-impaired child. You have read, thought, discussed, and increased your understanding. You have learned new ideas and implemented many of our suggestions. Perhaps some of our suggestions weren't appropriate at the time you first read them. This is a good time to glance back over the earlier lessons to see which ideas or activities might work now, even though they didn't earlier. It should be helpful to do this periodically.

This lesson concerns stages of normal language development. By developing your understanding of how children develop language, you can plan realistic and appropriate goals for your child's language learning.

When your child was a baby, he relied on you – or other adults – for his every need. Now, it is also important for your child to begin developing his independence. There is a wide world beyond your warm, inviting kitchen, beyond the playroom and yard. You can do much to prepare your child for this larger world beyond home. Now is the time to begin.

Please continue to keep us informed about your progress. The more we understand about you and your child, the more we will be able to help.

John Tracy Clinic

JOHN TRACY CLINIC

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806 West Adams Boulevard

Los Angeles, California 90007

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Communication

STAGES OF NORMAL LANGUAGE DEVELOPMENT

Language is Essential for Communication

Language is to communication what clay and marble are to the sculptor, or what flour, eggs, and milk are to the cook. Regardless of his talent, the sculptor with no material will create no sculpture; and the best cook will bake no cake without the necessary ingredients. Language is the raw material that we must have in order to communicate.

Stages of Language Learning

Frequently parents of hearing-impaired children express concerns about their child's language development. They may worry that their child sometimes seems to understand what is said to him, but seldom attempts to speak. Or they may wonder because their child understands something one time and not another. When this happens, the hearing-impaired child, as all children, may simply be going through a normal stage of language learning. For that reason, we wish to talk about normal language development, and give you an idea of the stages through which your child will go.

RECEPTIVE VS. EXPRESSIVE LANGUAGE

In the Communication Sections of Lessons Two and Six, we talked about receptive and expressive language. You might want to look

back at those sections now. Perhaps you remember that receptive language is the language we receive and understand. We called it "the language of the listener." Expressive language is the language we use to express our thoughts and ideas. We called expressive language "the language of the talker."



We knew then, and know now, how anxious you are for your child to begin to talk. However, all children, hearing and hearing-impaired, learn receptive language before expressive language. When your child received his hearing aid, he was probably at a listening stage quite similar to a newborn baby's. Even though he was much older, his "hearing age" was just beginning. He has to learn to listen to sounds before they have meaning. And all children learn to understand what is said to them before they actually begin to speak themselves. Be patient. The time will come when your child will begin to talk.

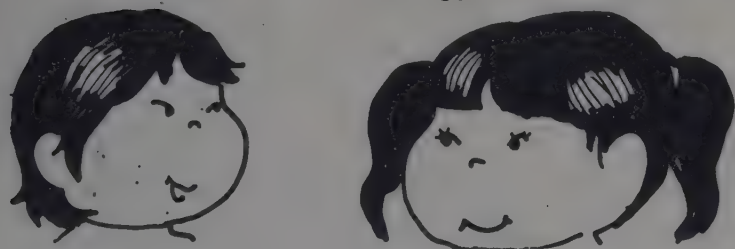
Expressive Language Development in Children

All children—hearing and hearing-impaired—go through similar stages as they learn to express themselves with language. There is no set time for each stage. Some children move through stages simultaneously. You must encourage your child to express himself at his own level and at his own rate. Don't try to hurry him, but do expect him to use the best language that he can.

CRYING, COOING, BABBLING

All babies use their voices to express their feelings, and parents soon learn to recognize those sounds that signal joy from those that signal distress. If the sounds are reinforced, it doesn't take long for a baby to discover that his voice will get attention or influence adults to do something for him or give him what he wants.

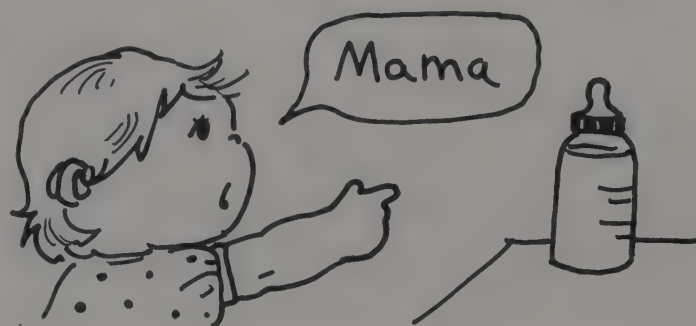
Oo ah ah ah



JABBERING OR JARGON

At first a young child's "jargon" is largely meaningless imitation of conversation, with rises and falls in pitch. A hard-of-hearing child's jargon is often conversational in tone, while a child with a severe or profound hearing loss may only imitate lip movements, possibly with some attempts at vocalization. Gradually this jargon will begin to have meaning, at least to parents and others who are familiar with the child.

ONE SINGLE WORD After a time, a child understands some words and begins to say his first word. This first word may become a utility word—a word applied to almost anything. It is almost invariably a word that gets attention or a quick response, and it is used **alone**. Almost without exception, children, deaf or hearing, go through this "one-word" stage.



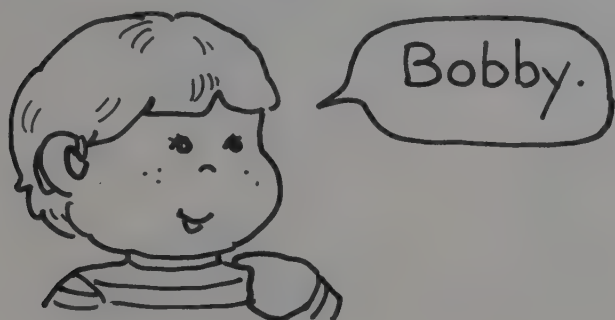
A FEW SINGLE WORDS

After the first word is used often enough and the child is rewarded through parents' responses, a child expands his vocabulary. He adds other words, but he still uses each word by itself. For a time, he is not ready to put two words together. He will say "MAMA," "DADA," "BALL," "UP," "SHOE," "BYE-BYE," or similar single words. The first words he uses are often ones which make things happen. Then a child starts to name objects. He begins by applying the object name to a particular thing: his own shoe, his baby sister, the family car. It takes a while before he applies these words to other objects of the same class: "SHOE" for any shoe, "BABY" for any baby, and so on. On the other hand, a child may use one word to generalize in similar situations. For example, "DADDY" may be used to refer to all men.



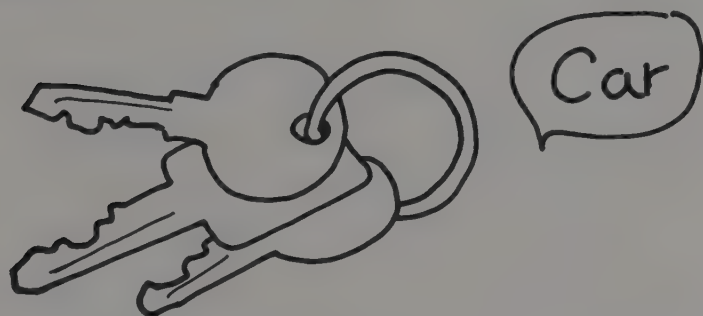
HIS NAME

At some point along the way, a child learns his own name and refers to himself by name. He must grow older and wiser before he refers to himself as "I" or "ME."



NAMES OF OBJECTS USED TO EXPRESS IDEAS

As a child learns to name objects, he is likely to express a whole idea with just a single word – the name of an object. "CAR" may mean "I want to ride in the car." "SHOE" may be a request to have his shoe put on or taken off. "COOKIE" may express the idea that he wishes a cookie. The parent will usually understand what his child says through situational clues.



VERBS It takes a while, but eventually all children – hearing-impaired as well as hearing – begin to use verbs. At first they use simple basic or root forms of verbs with no respect for present, past, or future tense. "FALL" may mean "It fell" or "I dropped it." "BROKE" can mean that something is broken, or be a request, such as, "Daddy, please fix it."



No!
No!
No!
No!
No!
No!
yes!

SHORT ANSWERS TO EASY QUESTIONS

Children learn quite early to answer simple questions with a "YES" or "NO," often accompanied by a nod or shake of the head. Two-year-olds say "NO" far more often than "YES," probably because it is said more often to them.

Cracker?
Home?
Ball?
Grama?
Water?

QUESTIONS LOOK FOR ANSWERS

A young child may use a single word to ask a question. When he gives a questioning look and asks, "Home?" he is probably asking – as best he can – "When are we going home?" or "Is it time to go home?"

All gone!
Good girl!!
Thank you!
Come here!
Not now!

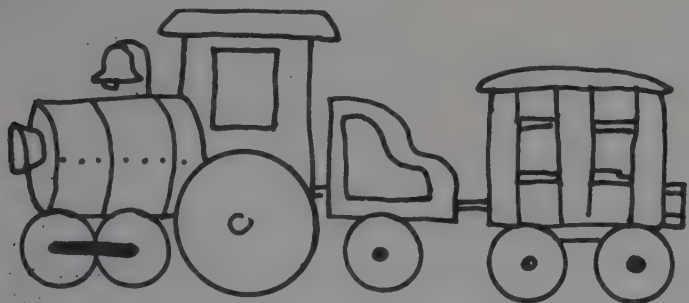
FORMULAS Often when a child begins to use two words together, he uses two words that he has learned almost as one. He has learned what might be called a **formula** – a few words used so frequently together that the child uses them almost as one unit. For example, "ALL GONE," "LET'S GO," "THANK YOU," and "GOOD BOY!" are examples of these formulas. At this stage, the child does not think of the two words as separate, but uses them as one thought or idea.

TWO WORDS USED TOGETHER At this stage the child begins to consciously arrange words in an orderly fashion.

Having had much practice with single words and formulas, children start to combine two words together. Two nouns can express a complete idea. "DADDY CAR" can mean that Daddy went to work in his car, or that the car belongs to Daddy. "MOMMY SHOE" may be the child's way of asking mother to get his shoe and put it on him, or he may be making a comment about his mother's shoe. Again, in the early one- and two-word stages, what the child is doing is often a clue to the meaning.

Mommy shoe.
Daddy shirt.
Becky car.
Cup milk.

WORDS EXPRESS POSSESSION Children, as they learn about their rights of ownership, often begin to express this right by combining their name with the names of a toy or object. A child may say, "TOMMY'S TRAIN" or "JANE'S MOMMY" to express the ideas, "That's my train" or "My Mommy." "ROBBY COOKIE" can mean "I want a cookie." The child still uses his own name in place of "I," "my," or "mine."



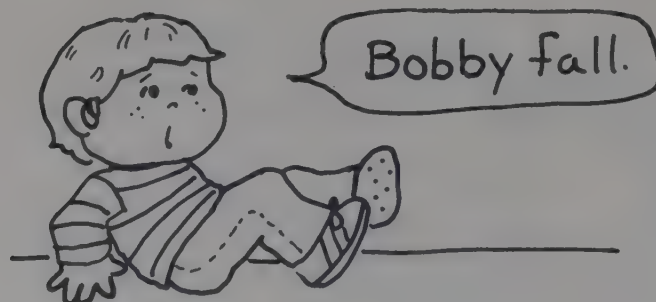
EXTRA MILEAGE FROM "NO" The word "NO" attached to some noun is often a child's way of refusing something. For a time, it may be his only negative word. Therefore, "NO SHOES" may be his way of saying, "I don't want my shoes on now." Or, "NO BED" can mean, "I don't want to go to bed."



ADJECTIVES AND NOUNS TOGETHER Expressions like "BIG BOY" or "PRETTY DRESS" are examples of the way a child at the two-word stage expresses ideas such as, "I'm a big boy," or "My dress is pretty." While the verb, pronoun, article, and other words may be missing, the meaning is clear.

Pretty Kitty.
Red juice.
Big doggie.
More apple.
Dirty pants.

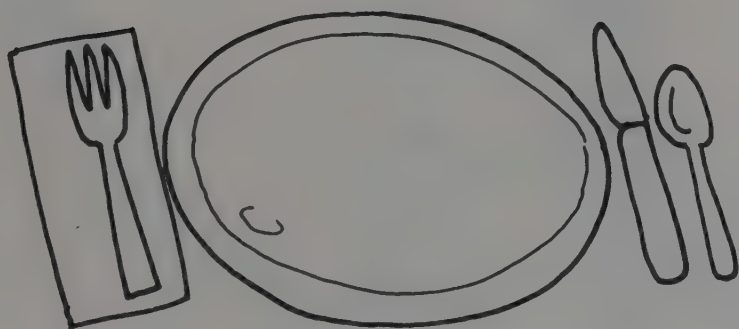
NOUNS AND VERBS USED IN COMBINATIONS As their language develops, children begin to use nouns and simple root-form verbs in combinations. "DADDY GO" may mean that Daddy went to work. "BABY CRY" may mean that the baby is crying now or that the baby cried yesterday.



ADVERBS USED IN PLACE OF VERBS For a verb, children often substitute an adverb denoting how or where something happened. "MARY FAST" may be a way of saying that Mary ran very fast, or "ROBBY FAR" (or "FAR AWAY") may mean that Robby is far from home – possibly even on vacation.



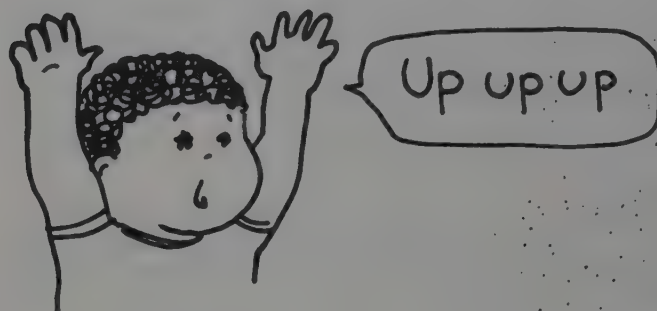
FORMULAS GROW When they grow a little older, children use more and longer familiar phrases – three- or four-word formulas or routines. "I DON'T KNOW," "TIME TO EAT," "DON'T DO THAT," are examples of a child's imitation of routine, useful phrases. The child may still use these formulas without understanding the meaning of each word separately.



AND ON TO THREE WORDS Then, at some point, children begin to combine the words they know into more complex patterns. Sometimes three nouns are used. For example, "JANIE BABY BED" may mean that Janie is putting her baby doll to bed. As parents and others continue to model increasingly complex patterns, the child's language continues to grow.

AND ON And after learning to combine two and then three words, in that systematic way that we call language, children move on to combining four, and then five words – and on and on. The one-word stage – the first word learned and used spontaneously – begins it all.

Hearing-impaired children follow more or less this same order of language development even though they may not follow the same timetable. As a parent of a hearing-impaired child, you may feel language learning seems to come very slowly. But it does come! By talking to your child, you are an active participant in your child's language learning process.



REPETITION

Before your child can be expected to use language, he must understand language. And before he can be expected to understand language, he must hear and see it over and over and over again. He must hear and see language in situations where the meaning is obvious. He will learn to understand the word **up** – and then use it – only after countless repetitions of hearing and seeing the word in situations where the meaning is evident: going **up** stairs, being picked **up**, picking something **up**, putting something **up** on a shelf, getting **up** in the morning. The word will first be learned receptively before it is used expressively. In other words, only after your child understands the word will he say it himself. You will use many repetitions of a given word before your child understands. Be patient! It takes time.

Expressive Language Begins with One Word, Too

You are beginning to help your child build a vocabulary of words he will express. In Lesson Six, we mentioned that your child's first spontaneous expressive word might be one such as: **off, up, more, push, pull, or open.** Children most often learn to use words like these since they get an immediate response. They cause something to happen. A word that makes something happen for your child will naturally be of high interest to your child. It is this interest that will help motivate him to try to say the word. Although you can't force your child to say a word, you can create opportunities for him to say it. There are many natural situations each day for you to use these words and encourage your child to use them.

Of course, your child may already be using some of these words. That's wonderful! Con-

tinue to provide opportunities for him to use the words he knows, and give him many chances to hear and see the words he doesn't know. Whether your child is learning to say his first word, or his tenth, choose a new word you can help your child learn to use, one that will be most meaningful for your child. You can choose one of the words we suggested, or perhaps another similar action word. After you have chosen a word, think about the many opportunities you have to use it throughout the day. There will be many! You will be exposing your child to many concepts of the word.

For example, "PULL" can be used as your child pulls a string toy, a belt, a piece of yarn, a drawer or a tissue from a box. When you are helping your child get dressed, you have the chance to use "PULL" frequently - pulling socks on, pulling pants up and pulling a shirt on. When you are helping him put on these items, pause as often as possible, to provide a chance for your child to say, "PULL."



Stopping your action will almost assure that your child will look at you. Wait expectantly and give him the chance to say, "PULL." If he doesn't, you have an excellent chance to say, "PULL" yourself. After he responds, praise him and reinforce the language by saying something like, "GOOD, YOU PULLED IT." Then you can continue with the other items in the same way. By the time he is dressed, you and your child may have had ten or more opportunities to say, "PULL."

In addition to the many everyday activities that give you opportunities to use the word **pull** and provide your child with chances to say it, you might plan special activities to reinforce the word. Pulling a string to open a box lid can be part of an exciting game of "Surprise" for your child. You might have a small toy or other treat waiting to be discovered inside.



Or, you can make a book of family pictures, with one picture per page. Tape a piece of paper over each picture, with the tape on one side and a tab on the other. This will make a good "door" for your child to pull. As you turn each page, give him the opportunity to say, "PULL" before he opens the door. If he doesn't, again, you can provide the language.

Then help him pull the tab. By changing the pictures periodically, you can make a new game.

Your child will need lots of time and practice before he begins to use his first expressive word. When he does use it spontaneously – without any prompting from you – it will be time to introduce a second word.

Going on to a Second Expressive Word

Look at the words we have suggested and choose one or select another that will be meaningful to your child. Choose a word that looks and sounds quite different from your first word. If your child's first expressive word was **pull**, you might now choose **off**.

Proceed with this second word as you did with the first. Use it at every opportunity – at first expecting no response from your child. At the same time, continue to use the first word and continue to give your child opportunities to use it. Otherwise, it will slip away and be forgotten. Practice, practice, practice: this will keep the first word, and all others he learns, fresh in his mind, and a continuing, living part of his vocabulary.

When Your Child Uses His First Word or Words

When your child does use his first expressive word or words, be enthusiastic. For now, do not be concerned with **how** he says them. "OFF" may sound more like "AW," "MORE" like "MO," and "PULL" like "PUH" or even just "UH." You may wish to repeat the word, giving your child a chance to see and hear a complete model, but **BE CAREFUL**: do not make an issue of it and do not repeat the word

in a way that lets your child think that you are displeased with his effort or that you are correcting his speech. Repeat the word in a conversational fashion. If, for example, your child points to his shoes after he has taken them off, and says, "AW," smile and say, "OFF. YES, YOU TOOK YOUR SHOES OFF." This will confirm in your child's mind that you understood him, and will allow you an opportunity to give your child a correct model.

Teaching Expressive Words

Any words you select to specifically teach should be used whenever possible during the day. Use them whenever **natural** opportunities occur, or **create** opportunities for their use, and **plan** activities that will allow you to use the words.

As we mentioned earlier, we know how anxious you are to hear your child's first words. Depending on your child's "hearing age" (how long your child has been appropriately aided), the extra help and support you are providing can assist your child in reaching this stage much faster. As with children with normal hearing, your child may begin to amaze and surprise you with his understanding and use of particular words and phrases. You will begin to have to "keep on your toes" to stay one step ahead of your child. Continue to model longer or more complex sentences, always offering your child a continuing challenge.

LANGUAGE MAY CONTROL AND DIRECT

In the early months, babies tend to have pleasant things said to them. Proud parents,



doting relatives and friends extol baby's virtues — they tell him he is good, beautiful, and wonderful. But once babies learn to get around, what people say to them undergoes a dramatic change. The toddler tends to hear: "NO," "STOP THAT," "DON'T DO THAT," and "DON'T TOUCH THAT." The two-year-old who says "NO" regardless of what is said to him, or asked of him, is simply mirroring what others have been saying to him. The smiles and loving looks that accompanied what was said to the infant are often replaced by far different facial expressions when adults talk to preschoolers.

We know it is nearly impossible to raise a young child without ever using these negative expressions, or without ever being and looking cross. But do try to balance this by saying other things to your child that he will want to

hear, such as: "WHAT A PRETTY PICTURE," "GOOD GIRL, YOU ATE IT ALL," "WHAT A GOOD HELPER YOU ARE," and "YOU DID IT YOURSELF!" After all, none of us really wants to hear "NO." Encourage your child to listen and look by providing language that he will want to attend to.

Remember also that we talked about your child's first expressive word being one that causes something to happen. Children, you see, also use language to control and direct—to influence the important people in their world. Children use language to express emotions, to gain approval or attention (and

children love both), to make someone laugh, to get someone to pick them up, to get someone to give them something they want, and for many other reasons.

When children use language in these ways – and are appropriately responded to – they learn a powerful lesson. They discover the power of their own voices. They learn that they can use language to change and improve their world. This knowledge supplies the motivation for their continued language learning. So you see, when you respond to your child, you are helping him wish to continue to learn language; you are showing him how important language learning is **to him**.

WHAT OPPORTUNITIES HAVE YOU USED TO ENCOURAGE YOUR CHILD TO
USE HIS EXPRESSIVE LANGUAGE?

	Describe the situation.	What did you do?	What word(s) did he use?	How did you respond?
DAY 1				
DAY 2				
DAY 3				
DAY 4				
DAY 5				

SEND US A COPY OF THIS IF YOU WISH.

You and Your Child

BUILDING INDEPENDENCE

What Is Independence?

Independence is not total freedom. Instead, a truly independent person is one who lives freely and richly within set limits. A person does not suddenly become independent when he reaches a certain age. Instead, his ability to become self-sufficient comes with time.

Steps to Independence

All education shares the goal of making the pupil independent of his teacher. Early education – for hearing-impaired children as for all children – seeks to develop self-reliance and independence of thought and action. The child who can occupy himself, “do” for himself, and think and plan constructively has taken giant steps toward independence. And certainly, a hearing-impaired child who has learned to communicate effectively – who has begun to understand and express himself – has taken a major step toward independence.

Your child, in becoming independent, must learn to accept the freedom you give him within the limits you set for his safety and well-being. In Lesson Three we discussed how to set those important limits. In Lesson Nine, we will discuss how you can make his environment one that is as safe as possible – and at the same time, one in which he can learn and grow easily. There are ways to encourage your child to develop his own feelings of independence to his greatest ability.

Your Goals in Helping Your Child Become Independent

In fostering your child's independence, you will have many goals in mind as he starts along the road to adulthood. Perhaps the following goals are among those you have already set for your child:

To help him acquire initiative and the ability to solve problems.

To develop his own ideas and ways of expressing them.

To help him experience the joy of creating.

To help him grow to be aware of the beauty that is in this world and of his own ability to add to it.

To help him get along with others and respect their rights.

To help him enjoy productive work.

To help him learn to work and play alone and in a group.

To learn to respect his ideas and those of others.

To help him learn to understand language out of boundless curiosity and desire for knowledge, and to express his thoughts because he wishes to and has something to say.

Most of all, to be a well-rounded, well-adjusted, caring human being.

As we've said before, you are your child's most important teacher. In setting such goals for him, you will help him on his way to becoming a truly independent person.

Motivation – A Reason to Learn

A child's satisfaction with his own accomplishments, knowing that he can do something successfully, will do more than anything else to motivate him to learn. As you provide your child with opportunities to succeed, his delight in his own abilities will supply a long-lasting desire to learn.

For a young child, the motivation for learning also comes from the pleasure he gets from his parents' response and from their company. Your child will experience fun and the pleasure of your reinforcement in the games you play with him. This, and your companionship as

you talk to him and include him in your daily tasks, provide him with early reasons to continue learning. When he is young, your response is most important. And as you show your child how pleased you are that he is learning, he will reflect your pleasure by continuing to learn.

As we discussed in Lesson Six, giving your child many opportunities to succeed will help him develop a desire to learn. The child who **wants** to learn more and more about his world will never stop learning and growing. This, too, is part of independence.

MAKING CHOICES

One of the most important steps to becoming truly independent is developing the ability to choose. You can help your child learn to



make decisions by giving him many opportunities to choose throughout the day. This will give him a head start on the road to independence.

Whenever possible, help your child make simple decisions about situations that affect him. For example, he can decide what to wear, or what to eat, or what activity to do. During a play activity, he can choose what toy to play with first, what color crayon to use, or what puzzle piece to try.

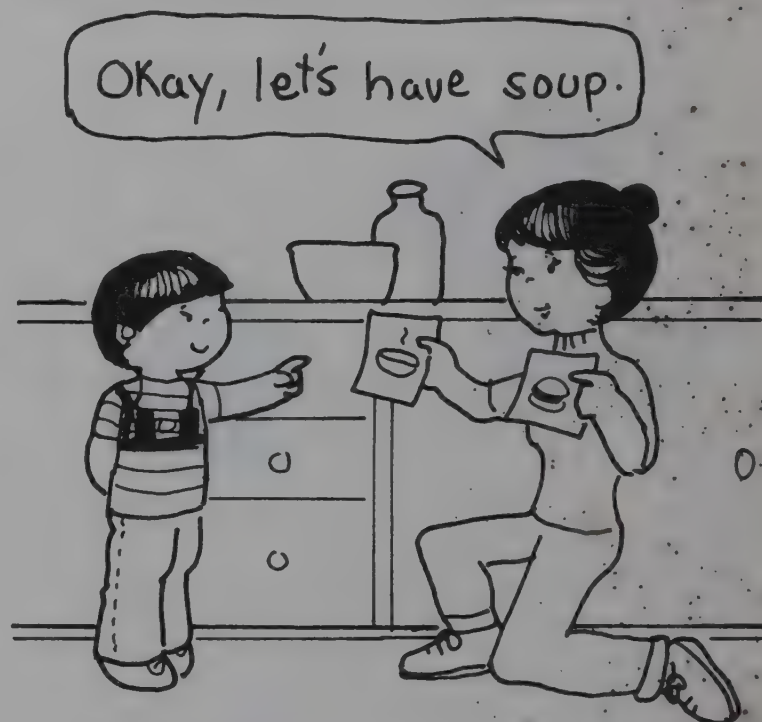
Which One?

At first, limit your child's choices to two alternatives which are equally acceptable to you. For example, he can choose between a chocolate or vanilla cookie, or an apple and an orange at snack time. When getting dressed, he can choose which shirt he wants to wear, or if he wants to wear the brown pants or the blue pants. Of course, you'll have to make many of the more important decisions for your child for a long time to come. But by giving him these simple situations in which to choose, you are letting him learn an essential skill.

Pictures Are Helpful

You can also use pictures to help your child choose. For example, before mealtime, you can show him pictures of a sandwich and a hot dog. He can choose which one he would like to help you prepare for his lunch.

When the choice involves some chore, you can also use pictures. For example, you can give him the choice of cleaning up his toys, or taking a bath first before bedtime by showing him pictures of those activities. Most children have the tendency to get upset when they are told to stop playing and get ready for bed. This way, your child will feel important about deciding the order of events for himself.



You can also use pictures such as these to help your child structure the routine of his day. If your child is busy playing and it will soon be time for him to stop to do something else, you can show him a picture of what is going to happen soon. That way, you can give him a chance to prepare for the change in his routine by completing his current "project." This may make the whole situation easier for the both of you.



SOLVING PROBLEMS

As we discussed in Lesson Six, it is very important for you to create solvable problems for your child. Learning to solve problems with appropriate actions is also an important part of growing up. Allowing your child to make mistakes, and helping him learn to correct them, is a special gift you give your child. As he learns to try other solutions to mistakes, he is again beginning to think for himself. And, as he learns that he can rely on himself, this will give him a special trust in his own abilities. This will be a characteristic that will aid him all of his life. As you give him many opportunities to succeed in making these decisions and solving his problems, you are setting the stage for later success in life.

BUILDING SKILLS

Self-Esteem

A truly independent person is one who relies on himself. He is capable of handling the problems of everyday life and knows how to ask for help when needed.

Feelings of self-worth go hand-in-hand with developing independence. As you provide your child with a warm, loving, secure environment, you're giving him an ideal place in which to grow. Show him that you value him and his accomplishments! Your love and support will make his learning possible.

In the early years, your child's self-image, that is, the way he feels about himself, will be a reflection of the way others perceive him. You and other family members and friends are very important to him. When you respect your child's feelings by giving him honest recognition and praise, you encourage his curiosity and desire to learn. This will help

Show Him He Has Made a Choice

Encourage your child to make simple decisions throughout the day! And when he has made a choice, praise him. Your attitude of praise and pleasure that he is taking these beginning steps to growing up will help foster his independence. Give him pride in making decisions. Much later, this will help him make much more important and lasting ones.

him succeed in many areas. You are helping foster growth in independence. In so doing, you are helping him develop a positive self-image and high self-esteem.

And as your child develops positive feelings about himself, his independence will grow. In turn, as his feelings of independence grow, his self-confidence will grow.

Give your child opportunities to complete tasks that make him feel good about himself. Then you are helping him develop a positive self-image. And when you recognize and praise his accomplishments, big and small, your child will feel important and successful.



Independence in Self-Care

You can begin giving your child opportunities to complete small tasks during bathing, eating and dressing routines. All these activities provide many opportunities to encourage and develop your child's skills and self-confidence – so important in building a solid foundation of independence. Of course, this will take time. But with your help, he will become more and more capable of doing things for himself.



Getting dressed by himself is something he will learn in stages. First, he may only be able to pull up his pants by himself, and not be able to button them or pull the zipper shut. Or, he may manage to get his shirt on, but not be able to fasten the buttons. Praise him for any part of dressing that he does by himself, and encourage him to try new skills. He may fumble at first, but the only way he will learn to button his own buttons or zip up his own pants is to practice that skill. It will take longer for your child to get himself dressed than for you to do it for him. But, the rewards of seeing his pride in achievement and his in-



creased self-confidence will be worth the extra moments.

At mealtime and snack time, you can nurture independence by encouraging your child to feed himself, and help with the preparation of the food. Let him learn to master spreading butter on his toast, and putting butter and salt on his own vegetables. Allow him to peel his own banana, and pour his own cereal and milk into the bowl. At first there will be spills. But, this will give you an opportunity to show your child how to clean them up, as he learns to take responsibility for that, too.

After your child has finished eating, you can also give him some responsibility for cleaning up. He can wipe the table, and carry his own dishes to the sink. He can have fun and develop further independence by helping with the dishes.

One very important area of self-help for your child is the care of his own hearing aid. When you feel he is ready, begin allowing him to assume some responsibility for the aids. At first, he may only be ready to put the aids in their case when getting ready for bed, and to bring the case to you in the morning when you are ready to put them in. Later, he will learn to clean the mold, attach the mold to the aid, put in the mold, and turn the aid on. By beginning early, you are giving him the basis for developing the ability to assume all responsibility for his hearing aids on a day-to-day basis.

Help your child begin to care for his clothes and toys. For example, encourage him to put his own clothes in the laundry hamper, and hang up his jacket or sweater when he comes inside. Having low hooks and racks within your child's reach will help! And, of course, children are never too young to begin to pick up their toys and put them away when they're finished playing.



Your child's ability to express his own thoughts, or make his own requests for help are other important steps toward independence. While your child tries to take care of his personal needs, there will, no doubt, be times that he needs some help. Encourage your child to use the language he knows to ask for your help. Try not to anticipate his every need by helping him before he asks for it. When he looks to you for help, you will have a wonderful opportunity to encourage his use of language. Also, you will have an excellent chance to model the right language for his requests. Help him "ask" for what he wants. This is a great way for him to learn the advantages and uses of communication. The more independent he becomes, the greater his need to communicate will be. And when you help stimulate his desire to communicate, he will devote that much more energy to learning language.

Household Chores

Many young children like to assist with various household chores. Involving your child in these chores will again foster his independence. It is not too early to begin giving your child some responsibilities on a daily basis. The EVERYDAY ACTIVITY games suggested in each lesson will give you ideas of daily chores for your child. Some other examples are: setting or clearing the table, emptying waste-baskets or taking out the rubbish.

These activities give you many chances to help your child understand the language of daily living. For example:

"WIPE THE TABLE."







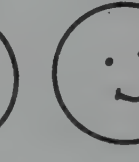





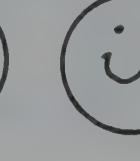
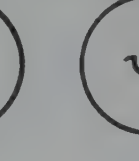
"THE RUBBISH IS FULL."

"PLEASE TAKE IT OUT."

Charts for Daily Chores

Often a chart for daily chores is helpful. Your child can see his assignment, and his reward for completing the task. You can easily make such a chart, placing pictures of the chores down the side, and the days of the week across the top. Indicate daily on the chart when your child has completed his task by using a star or any kind of sticker, or drawing a smiling face. Be certain your child participates as you place the rewards on his chart! Let your facial expression show your pleasure in his actions, too. Tell him that he is a big boy. Your words and smiles of praise are equally as important.

On the days that he does not complete the task, you may leave the space empty, or put a sad face in the space. Don't dwell on these days, but emphasize the positive, when he does complete the tasks.

Jenny's Chores							
	SUN	MON	TUES	WED	THURS	FRI	SAT
 set the table							
 Empty the waste basket							

Special Responsibilities

If you have a family pet – a dog or a cat, or even, a turtle, goldfish or parakeet – your child can help care for it. A family pet is also a wonderful playmate and provides a ready-made topic of conversation. Give your child a chance to begin assuming responsibility for feeding the animal. He can first begin getting the birdseed and help you place it in the bird's cup. Later, he can do this by himself. He can put the dog's food in the dish and see that the water dish is always full. And even the youngest toddler may be ready to drop fish food in the water!

Your child can also help bathe and groom your pet. And, he may be ready to take the dog for short walks with you around the block.

Caring for a pet will give you many opportunities to use language with your child. When feeding the pet, you can use phrases like:

"TIME TO EAT."

"LET'S GET MORE."

"ALL GONE."

"TABBY IS HUNGRY."

Of course, you can always talk about the animal:

"FIDO IS WAGGING HIS TAIL."

"MORRIS IS SITTING ON YOUR LAP."

"THE FISH IS SWIMMING."

When bathing or grooming your dog or cat, you can also provide additional language opportunities.

"LET'S GIVE LADY A BATH."

"SHE'S HIDING."

"OH, SHE'S WET."

"NOW SHE'S SHAKING."



"YOU'RE ALL WET!"

Playing with the pet, if it is one that can romp around with your child, provides opportunities for use of many action verbs. You can say:

"THE CAT JUMPED."

"RUN."

"THE DOG ROLLED OVER."

"THROW THE BALL."

In addition, you can call your child's attention to the sounds your pet makes. The dog's barking, the cat's meow, the bird's chirping and even the hamster running in his treadmill, all may be sounds your child can hear. Also, he can actually feel a cat purr.

YOUR CHILD'S TALENTS

Helping your child develop his special talents will give him a wonderful area in which to express himself. As he learns to use his special talents and skills, his feelings of pride and self-confidence will be nurtured.

All children are gifted in their own ways. Your child may have special abilities in drawing, building, athletics, music, or a wide variety of other areas. Provide material for these interests and encourage his pursuit of them.

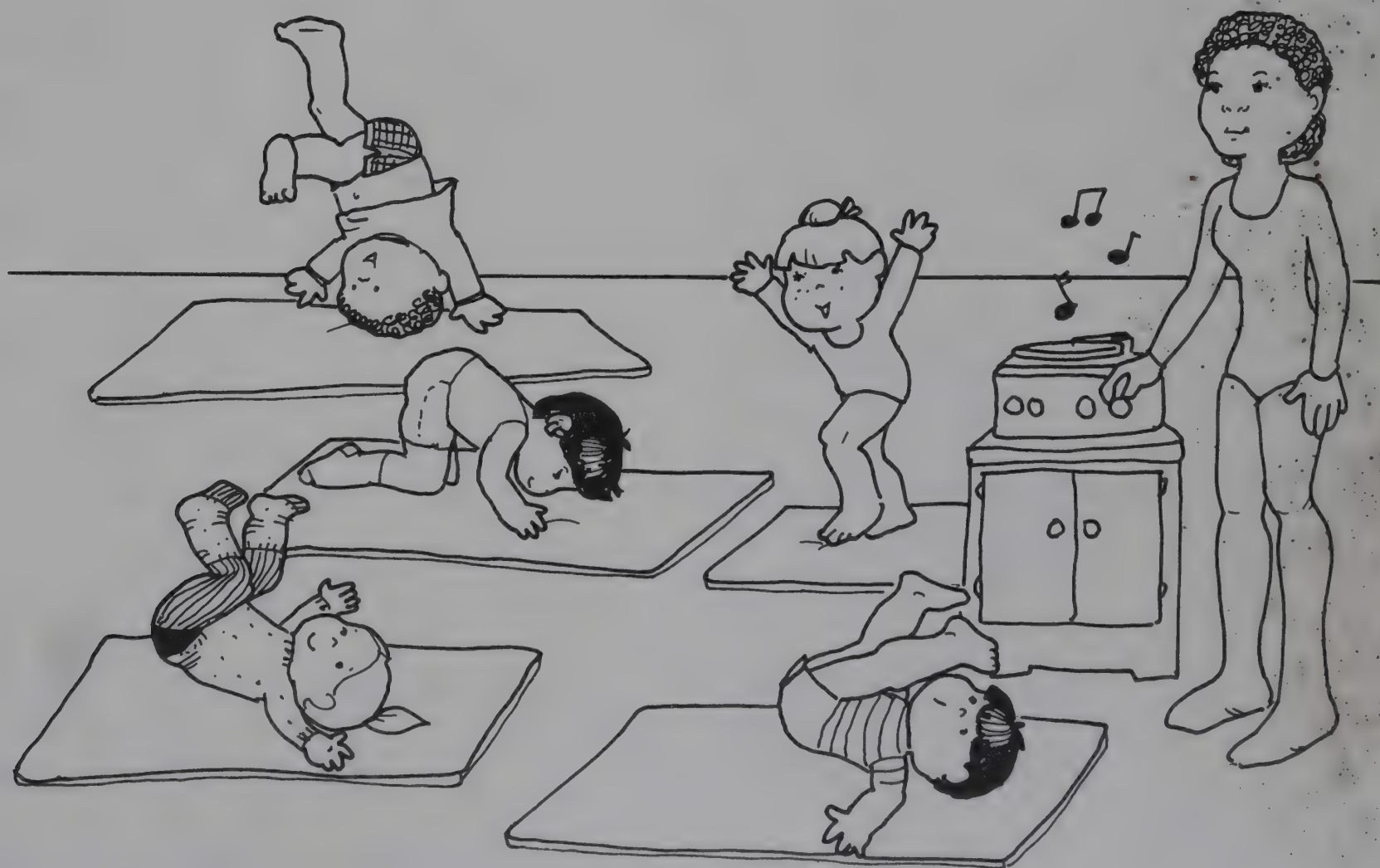
His abilities may lie in areas far different than your own. For that reason, expose him to a wide variety of new experiences in which to excel. Encourage him to participate in musical, artistic and athletic activities. His hearing impairment alone will not limit his enjoyment of these activities! Hearing-impaired children do learn to play musical instruments and

dance and benefit from swimming and gymnastic lessons with children who have normal hearing. Your child, with your help, can reach his potential in all areas.

Always remember that creative activity is **never** a waste of time. A child who is painting, pounding nails, or "making music," is experiencing the thrill of creating, solving problems and learning to concentrate. He is learning to use his mind, his body, and his imagination together to produce something. He is, to be sure, learning skills that will be useful later. And far more important, he is **developing attitudes** that will enrich his life now and in the future.

LANGUAGE AND LIFE SKILLS

One of the most important life skills any child learns is how to communicate. When a child is hearing-impaired, learning to communicate



verbally is more difficult than for a child with normal hearing. It requires a good deal more conscious effort. Because of the effort required, your child needs a good reason and a strong motive to inspire the sustained effort that is necessary.

We've talked about many ways to give your child the motive to learn language. Providing him with endless opportunities to experience language encourages his attempts to expand his use of language. Done in a warm, supportive way, you are inspiring his efforts.

As your child becomes more and more able to communicate with members of his family and other people, he is becoming more independent. You can help him do this in many ways.

For example, always encourage other people to talk directly to your child. This gives him the chance to learn to understand others besides family members he communicates with daily. It also gives him opportunities to learn to respond on his own.

Whenever possible, let him answer questions by himself. Of course, you can always help provide the language for him. But first, give him the opportunity to try. He may surprise you!

When your child has the language, you can also encourage him to order his own food in restaurants, to tell the librarian how many books he wants to borrow, or even, to tell the gasoline attendant to "FILL 'ER UP!" Communicating his needs to other people is a very important part of growing up.

THE ROAD TO INDEPENDENCE

The road to independence is a long one. No child becomes independent overnight! As you provide your child with a reason to learn, and help him develop the abilities to make choices, solve problems, care for himself, and develop his own special talents, you are giving him the greatest gift: the gift of himself.

Games and Activities

AN EVERYDAY ACTIVITY

Description: DUSTING

Purpose of the Game:

To expose your child to the names of household objects.

To enjoy vocal play with your child as you perform repetitive motions.

What You Need:

You and your child.

Two dust cloths.

Some dusty furniture.

When to Play:

Any time there is dusting to be done.

What to Do:

1. Tell your child you are going to dust. Show him how to dust some chairs and tables. Name the objects as he dusts them:

"LET'S DUST THE TABLE."

"THE TABLE IS DIRTY."

"OH, IT'S DUSTY."

"DUST UNDER THE BOOK."

"PICK IT UP."

"SEE HOW CLEAN IT IS!"

2. This activity offers you an excellent chance to show your child that words can be used to mean different things. For example, like

people, chairs have "ARMS," and tables, footstools, and chairs have "LEGS."

"THE TABLE LEG IS DUSTY."

"DUST THE LEG."

"DUST THE OTHER LEG."

3. Take the opportunity to vocalize freely as you work. For example, you can use syllables you have heard your child babble, such as, "BA-BA-BA." Or, use nonsense syllables that seem natural in the situation, for example, "RUB-A-DUB-A-DUB."

If Your Child is Ready: Advanced Language and Skills

1. Expose your child to additional verbs in connection with dusting:

"RUB HARD."

"IT SHINES."

"PUSH THE CHAIR."

"MOVE THE CHAIR."

2. If your child is familiar with the names of your furniture, you may also want to ask him to dust the furniture in a specific order:

"LET'S DUST THE TABLE."

"NEXT, DUST THE CHAIR."

"DUST THE LAMP NOW."

3. Or, you can give your child a chance to use the language he knows by asking, "WHAT SHOULD WE DUST NEXT?"

PLAYTIME

Description: USING CRAYONS AND PAPER

Purpose of the Game:

To help your child develop fine motor skills.

To expose your child to the names of colors.

To encourage your child's creativity.

What You Need:

Paper.

Crayons. (At first, you may want to limit the crayons to three bright colors. And remember, for young children, large crayons are easier to handle.)

When to Play:

Any time.

What to Do:

1. Provide your child with paper and crayons. First, model the activity for your child. Draw on a separate piece of paper. Allow him to draw whatever he wants on his own paper.

2. At first, your child may do little more than make a line or two on the paper. Doing this, he is learning to hold the crayon. He is also developing important fine motor coordination that will be necessary later for writing skills. Encourage him! He is being creative. Show your pleasure at his "work."



3. Talk to him about the colors he uses:

"YOU WANT THE RED CRAYON."

"OH, YOU'RE USING BLUE."

"THE YELLOW IS PRETTY."

Also, talk to him about what he draws:

"YOU ARE MAKING A BIG PICTURE."

"YOU'RE GOING ROUND AND ROUND."

"IS THAT A HOUSE?"

4. When he has finished, help him write his name on his picture as you guide him with your hand over his. Hang up the picture where all family members can see it. Praise him for his artistic attempts!

5. Later, offer him more colors from which to choose.

Variations:

1. Colored chalk can be used instead of crayons, either on paper or on a blackboard.
2. As your child gets older, he may enjoy using coloring books. Encourage all his attempts. Don't mind that he doesn't stay within the lines!

If Your Child is Ready: Advanced Language and Skills

1. When your child seems ready, encourage

him to imitate simple drawings: horizontal and vertical lines, circles, squares and triangles. Later, he can try more complex shapes.

2. You may also want to help him compare sizes of the shapes you both draw. Talk to him about the sizes and the shapes.

"I MADE A LITTLE CIRCLE."

"YOU MADE A CIRCLE."

"YOU DREW A BIG SQUARE."

"DRAW A LITTLE SQUARE."

3. As your child develops better fine motor coordination, he may begin to imitate letters and numbers you draw. Praise and encourage his efforts.

A THINKING ACTIVITY

Description: MAKING PICTURE BOOKS

Purpose of the Game:

To stimulate your child's interest in books.

To expose your child to the names of familiar objects.

To help your child develop a basic understanding of categories.

What You Need:

A scrapbook or a notebook. (Books can easily be made by simply fastening together the number of pages you need with metal fasteners or with yarn.)

Pictures cut from magazines or handmade.

When to Play:

Any time.

What to Do:

1. Together with your child, make a picture

book of things he is familiar with. You might want to cut pictures out of magazines or draw the pictures yourself. Help your child paste the pictures in the book, one to a page. You may want to start with about five pictures.

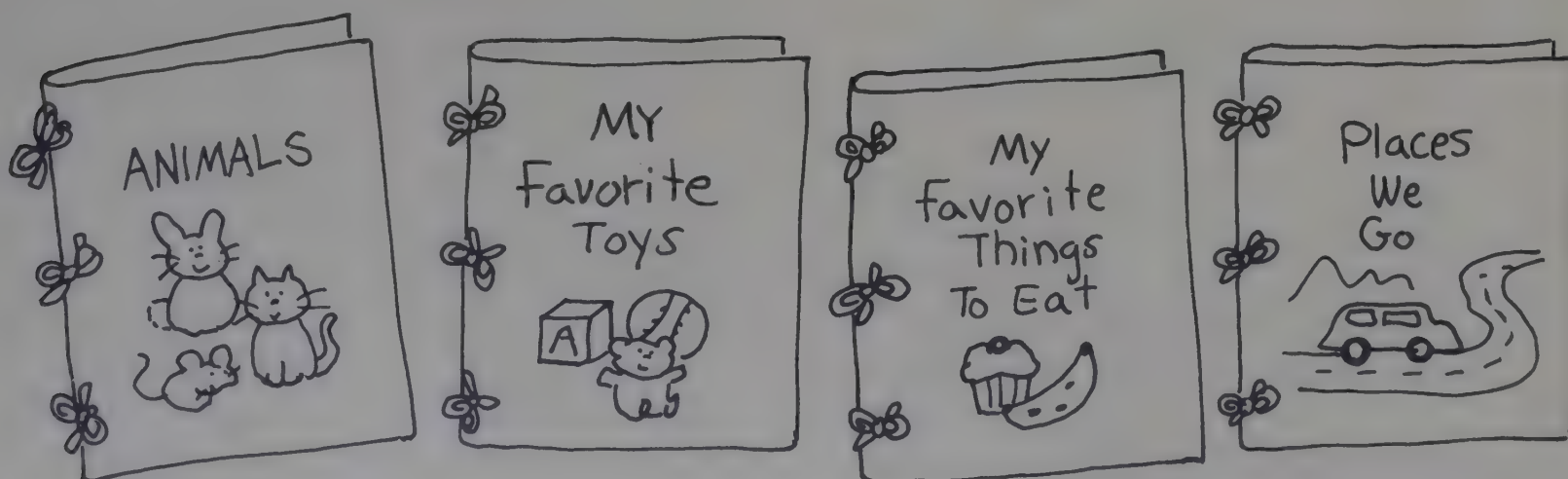
2. The subject for your child's book is up to you, depending on his interests. For example, first, you might want to make a book about your child's favorite toys. Later, if your child is interested in things that go, you might make a book of pictures of cars, airplanes and boats. Another book might have pictures of things to eat; another – places to go; another – colors.

3. These books will give you many opportunities to talk about familiar things with your child. For example, talk about the foods:

"UMMM, THE CAKE IS GOOD TO EAT."
"HERE'S SOME SPAGHETTI."
"I SEE THREE ORANGES."

Talk about the things that go:

"THE CAR IS BLUE."
"THE AIRPLANE GOES FAST."
"IT GOES UP IN THE SKY."
"THE TRAIN GOES CHOO-CHOO."



Variations:

1. Your child can use these books to express his thoughts and desires to you. For example, if he wants an apple to eat, he can show you the picture of the apple. Or, if he wants to play with his favorite toy car, he can show you that picture.
2. If you make a book of his favorite activities, he can use it to tell you what he wants to do, as well.
3. Your child might like to create a special photo album with you. Take pictures of family members, friends, and relatives and put them in the photo album. This is an excellent way to introduce him to the names of these people.
4. Since there are probably places you and your child frequently go, you might make a book of these places. You can take pictures at the grocery store, your child's school, the park, the zoo, etc. You can use them to show your child where you are going each day. Use them later to talk about these trips after you are home again.
5. A bulletin board can be used to mount interesting pictures as well. Mount pictures on construction paper, one to a page. Begin with one or two pictures of interesting things, and add a new picture each day until the board is full. When your child tires of the pictures, take them down and begin again with a new category. The other pictures can be saved and used again, or made into a book.



If Your Child is Ready: Advanced Language and Skills

1. If your child is ready, you can refine your categories. For example, if you have a book with "Things to Eat," you might categorize according to types of food. Put fruits, vegetables, meats, and so on, each in a different book. Or, you could categorize by meal. That is, create a separate book for things to eat for breakfast, lunch, dinner, and snack time. You can talk about the different kinds of foods, the colors, shapes, smells, and sizes of the foods.

"THE BANANA IS YELLOW."

"THIS IS A FRUIT."

"I LIKE COOKIES."

"HERE'S SOME MILK FOR BREAKFAST."

LISTENING

Description: LISTENING TO LONG AND SHORT SOUNDS

Purpose of the Game:

To help your child understand the concept of long and short sounds.

To guide your child to use his hearing to recognize the difference between long and short sounds.

What You Need:

A small toy car.

A piece of paper with a long road and a short road drawn on it. Or, two strips of heavy paper – one representing a long road, the other a short road. The long road should be at least twice as long as the short road. For example, use a six-inch road and a twelve-inch road.

When to Play:

Any time, preferably when there is as little background noise as possible.

What to Do:

1. Show the car and the long and short roads to your child, describing them: "THIS IS LONG," and "THIS IS SHORT." Then, encourage your child to listen by pointing to your ear and saying, "LISTEN!" Say: "AHHHHHHHHHHH." Tell him, "THAT WAS LONG." Move the car along the long road.



2. Point to your ear again and encourage your child to "LISTEN!" Say, "AHHH." Then, tell your child, "THAT WAS SHORT." Move the car along the short road.
3. Repeat the long and short sounds again, and this time, guide your child's hand in repeating the movement of the car immediately after you vocalize. Each time, with emphasis, tell him, "THAT WAS LONG," or "THAT WAS SHORT!"
4. After guiding your child's response for several trials, give your child a chance to make the correct response on his own. Tell him, "LISTEN. THIS WILL BE LONG." Guide his hand to the beginning of the long road, and then vocalize. Encourage him to move the car after you are finished. Give him praise immediately after he is finished, and then give him a chance to respond to the short sound.

5. If your child does not make the correct response at first, just continue to guide him. If you keep this game short, you can keep your child's interest. You can repeat this same activity throughout the day, using a variety of different props. This will give your child extra practice in learning this skill. Gradually, you may begin to see your child responding on his own.

Variations:

1. By substituting a variety of materials, you can encourage your child to practice this activity many times. On another day, you might use a truck, train, boat, or a plane for the response. Or, if your child has several small vehicles, each one could be driven down the correct road into a shoe box "garage."
2. A small toy animal could be used to hop, run, or swim down a road or stream.
3. Your child might also enjoy moving a bead on long and short pieces of colorful yarn.
4. You might use clothing or other objects which have a long or a short zipper for your child to pull.

If Your Child is Ready: Advanced Listening Skills

1. When your child is easily able to make the correct response, you might want to give him extra practice listening without visual cues. Make the sound from behind, or beside him, speaking toward the micro-

phone of his hearing aid.

Or, you might want to cover the lower portion of your face with a piece of paper. Angle the paper out from the bridge of your nose so that it does not block the sound. If at first your child is unable to discriminate between the sounds by listening alone, remove the paper so he can see, and then make a response. It may take many more trials before your child will be able to respond this way. But, if you make the game fun and exciting, your child will enjoy practicing.

2. You can vary the sounds which you use. For example, if you use toy animals, you can substitute "BAA" with a toy sheep, or "MOO" with a cow.
3. When your child has some receptive language to which he can respond through looking and listening, choose pairs of words or phrases very different in length, which he knows, for example: "A BOX OF RAISINS" vs. "CHEESE," "A BIG RED AIRPLANE" vs. "A BALL," "A PAIR OF PANTS" vs. "SOCKS," "A GLASS OF ORANGE JUICE" vs. "AN EGG."

When he can discriminate between them through looking and listening, help him respond through listening alone. Cover your mouth with a piece of paper or have him close his eyes. Or you can speak behind him, close to the microphone of his hearing aid.

Use real objects or pictures. As you say the phrases one by one, have your child respond to your words by pointing or by placing a token by the object or picture.

SPEECH

Description: IMITATING VOCAL PLAY

Purpose of the Game:

To help your child imitate specific speech sounds through vocal play.

What You Need:

A small toy cat, dog, sheep and cow; or small pictures of these animals.

Four different socks or small cloth bags.

What to Do:

1. Place each toy animal in one of the "containers." These particular animals are suggested because the sounds they make are easily translated into simple sounds that children can easily produce. For example, the cow says, "MOO," the sheep says, "BAA," the cat says, "MEOW," and the dog says, "BOW-WOW" or "WOW-WOW."
2. Take the first sock or bag. Talk about what animal might be inside.
3. Let your child feel the container.
4. Remove the animal from the first container and pretend to "speak" for it. For example, if it's a cow, hold it near your face and say, "MOO."
5. Give it to your child and look at him expectantly. If he does not vocalize immediately, point to your ear and say, "I DON'T HEAR YOU."
6. Pattern the sound again for him, once.
7. Then, hold the sock so that your child can put the animal back into it, as you say the sound again.
8. Do this for each of the animals. If your child makes any attempt to vocalize, praise him!
9. Say the sound again and encourage him to imitate once more. Then, have him return the animal to the sock.
10. This can be repeated for a number of days. If the socks are strung together on a piece of yarn and placed somewhere that is accessible to your child, such as hanging on a doorknob, he may be inspired to play the game on his own, and practice his speech skills independently.



Variations:

1. Walk the animals to a shoe box "barn," making the sound for each "step" the animal takes.
2. Place a small "dish" by each animal and reward your child's imitation by giving the appropriate animal a bit of cereal or cracker.

If Your Child is Ready: Advanced Language and Skills

After using the four suggested animals, you

may wish to try objects which require more difficult speech sounds. Examples are:

A small baby doll: "SHHH" or "BOO-HOO."

A rabbit: "HOP, HOP, HOP."

A bit of tape and gauze or a Band-Aid: "OW!"

A toy gun: "POW."

A piece of candy or other sweet: "MMMMMMM."

A fire truck or police car: "OOOOOOOOOOO."
(siren).

Highlights

All children go through similar stages in learning language. They understand language before they use it. Early understanding, especially for hearing-impaired children, is tied to the situation, which provides many clues to meaning. Young hearing-impaired children need to hear language over and over in situations where the meaning is clear before they will understand it. Eventually your child will understand – one word and then many; he will also learn to use first one word and

then many. You can help him learn to use his language, all his communication skills, to order his world – a powerful motivation for continued language learning.

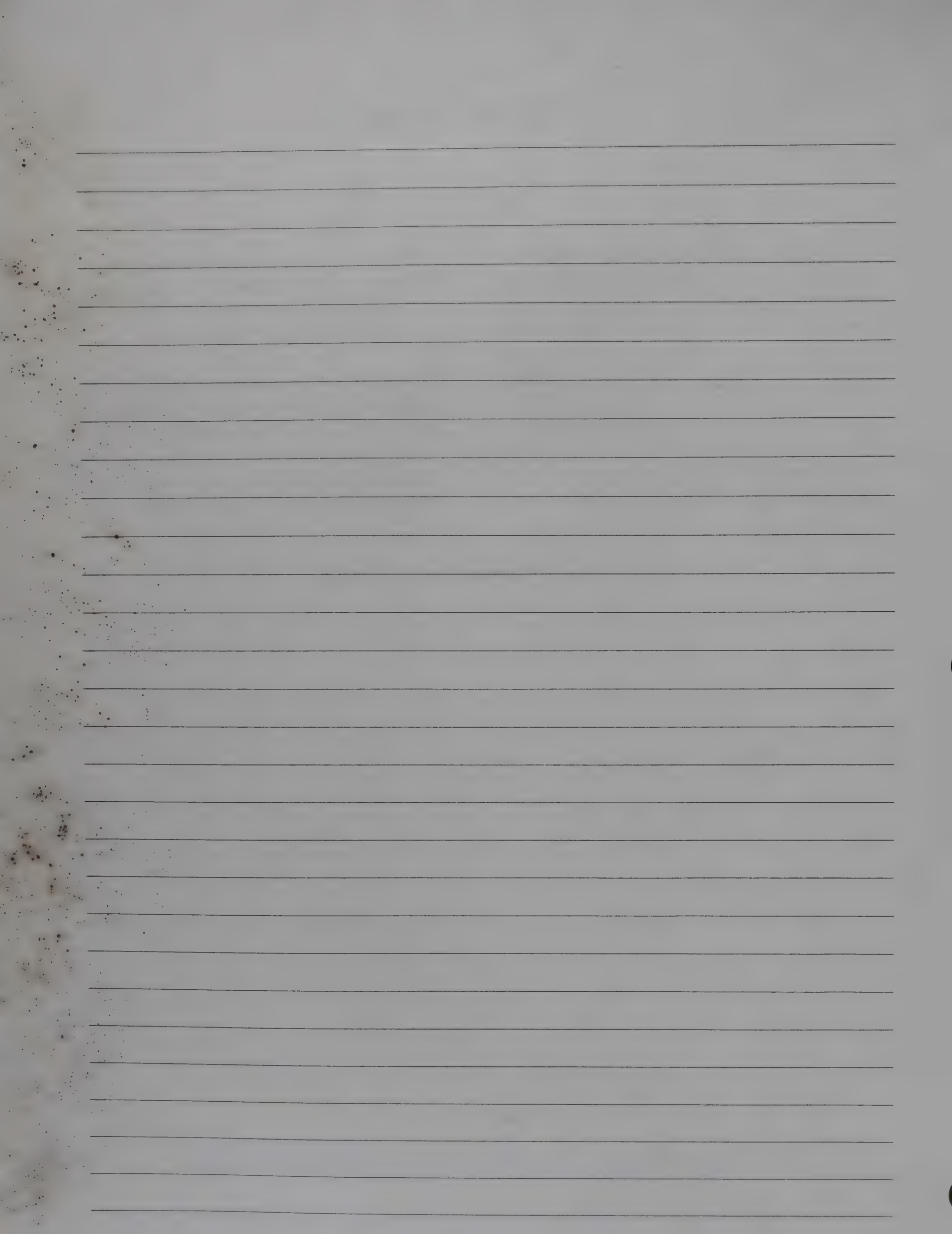
The preschool years are marked by a special closeness between parent and child. But they are also the years during which the foundation for the child's future independence is built. It is not too early to begin preparing your child for the larger world beyond home.

SPACE FOR PARENTS' NOTES

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The right edge of the paper shows some slight discoloration and texture, suggesting it might be from an old notebook or binder. There is no handwriting or other markings on the page.

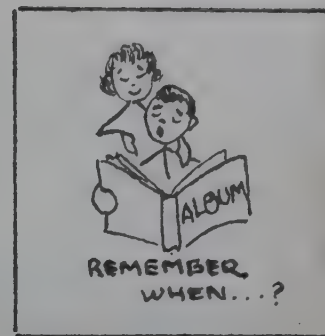
WE LOOK FORWARD TO RECEIVING YOUR REPORT ON LESSON SEVEN.

(There is more space for your notes on the back of this page – or you may prefer a notebook.)



Check Your Understanding: LESSON VII

STAGES OF NORMAL LANGUAGE DEVELOPMENT



Match each stage of expressive language development with the appropriate example.

EXPRESSIVE LANGUAGE DEVELOPMENT

EXAMPLES OF CHILD LANGUAGE

- | | |
|--|--|
| _____ 1. Cries, coos and babbles. | a. "ALL GONE." |
| _____ 2. Jabbers or uses jargon. | b. "SHOE." |
| _____ 3. Uses one single word. | c. "DADDY CAR." |
| _____ 4. Uses a few single words. | d. "BIG BALL!" |
| _____ 5. Uses his own name. | e. "GA-GA-GA." |
| _____ 6. Uses names of objects to express whole ideas. | f. Mother: "DO YOU WANT YOUR BATH?" Child: "NO." |
| _____ 7. Uses verbs. | g. "ROBBY COOKIE." |
| _____ 8. Answers yes-no questions. | h. Child points to himself and says, "DONNY." |
| _____ 9. Asks questions with a single word and look. | i. "NO BED." |
| _____ 10. Uses formulas. | j. "JANIE BABY BED." |
| _____ 11. Uses two nouns together. | k. "BROKE." |
| _____ 12. Uses possessive forms. | l. "GUBBA DA BOODA BUM BUM." |
| _____ 13. Shows negation through use of "NO." | m. "BABY CRY." |
| _____ 14. Uses adjectives and nouns together. | n. "TIME TO EAT." |
| _____ 15. Uses nouns and verbs together. | o. "MARY FAST." |
| _____ 16. Uses adverbs in place of verbs. | p. "HOME?" |
| _____ 17. Uses longer formulas. | q. "MAMA." "BALL." |
| _____ 18. Combines three or more words. | r. "BUS." (Child rode on bus.) |

ANSWER KEY

1. e
2. l
3. b
4. q
5. h
6. r
7. k
8. f
9. p
10. a
11. c or g
12. g or c
13. i
14. d
15. m
16. o
17. n
18. j

This is for **your** review and enjoyment only. Please do **not** return it to us.

Other Sources of Information and Help

YOU AND YOUR CHILD

Order from:

Learning and Growing: A Guide to Child Development, by Laurie and Joseph Braga, 1975.

Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

(Emphasizes the importance of helping young children develop good feelings about themselves, and gives parents ideas on how to develop good feelings in their children during the years from birth to age five.)

What Every Child Would Like His Parents to Know, by Dr. Lee Salk, 1972.

David McKay Company, Inc.
Fodor's/McKay
O'Neill Highway
Dunmore, Pennsylvania 18512

(The purpose of this straightforward book is to help parents raise an emotionally healthy child; discusses how a child thinks and feels.)

EDUCATION OF DEAF CHILDREN

Slow to Talk, by Jane Beasley, 1956.

Bureau of Publications
Teachers College
Columbia University
New York, New York 20027

(Contains a general discussion concerning language development; not written specifically for parents of hearing-impaired children.)

Early Language, by Peter and Jill de Villiers, 1979.

Harvard University Press
Customer Service
79 Garden Street
Cambridge, Massachusetts 02138

(Contains an excellent discussion on the development of speech and language in young children.)

These books are not required reading. Many may be available in your local library or through the inter-library lending service.

YOU MAY FIND SOME OF THESE MAGAZINES INTERESTING:

FOR PARENTS:

The Exceptional Parent

(Offers guidance for parents and professionals who care for handicapped children. Contains book reviews.)

Mothering

(Contains informative articles on health, education, handicaps, and activities for children.)

Parents

(Contains interesting articles on many subjects, including marriage, childrearing, education, health and recreation.)

Parents' Choice

(Contains reviews on current media for children.)

Order from:

Psy-Ed Corporation

296 Boylston Street
Boston, Massachusetts 02116

Mothering Publications

Box 2208
Albuquerque, New Mexico 87103

Parents

80 New Bridge Road
Bergenfield, New Jersey 07621

Parents' Choice Foundation

P.O. Box 185
Waban, Massachusetts 02168

FOR CHILDREN AND PARENTS TO SHARE:

Chickadee

(Contains ideas for games and activities for young children and lovely photographs.)

Chickadee

59 Front Street East
Toronto, Ontario M5E 1B3
CANADA

Humpty Dumpty

(Contains stories and activities for older pre-schoolers.)

Children's Better Health Institute

Benjamin Franklin Literary and
Medical Society, Inc.
P.O. Box 10681
Des Moines, Iowa 50381

Peanut Butter

(Includes many good ideas for games and activities.)

Scholastic, Inc.

730 Broadway
New York, New York 10003

Scienceland

(Contains interesting information and good color photographs.)

Scienceland, Inc.

501 Fifth Avenue
New York, New York 10017

Sesame Street Magazine

(Includes good stories, games and activities for preschoolers. Provides some early reading practice; some words in Spanish.)

Sesame Street Magazine

P.O. Box 2896
Boulder, Colorado 80321

JOHN TRACY CLINIC CORRESPONDENCE COURSE FOR PARENTS OF YOUNG DEAF CHILDREN

PART B-PRESCHOOLERS

Lesson B-VIII

Dear Parents,

Now, you are using what you know about language development to plan realistic and appropriate goals for your child's language learning. You realize his need to develop independence and are helping him achieve his goals.

In this lesson we suggest that you take a sample of your child's language. We provide information on how to do this. After looking at your child's language, you will be better able to respond in a way that will be most helpful to your child. Listening to him is as important as talking to him. Listening will help you understand his level of language. Then you can tailor your response to his level. If he is using single words or just attempting single words, you will want to use simple, short sentences. But by the time he is using three and four-word sentences, you will want to adapt how you talk to him – you will want to keep pace with him.

Always remember no matter what your child's language level, he **is** doing his best. It is important that he know that you are pleased with him and that you value his effort.

In earlier lessons we talked about your feelings. In this lesson, we again discuss feelings – those of your child. You can help your child learn to express his feelings appropriately in many ways. They are a part of him! As he learns to accept them, he can learn to understand them better. And as he develops a better understanding of his own feelings, he can learn to respect the feelings of others as well.

Let us hear from you. Let us know how we can help as you and your child continue on your journey, learning and growing together.

John Tracy Clinic

JOHN TRACY CLINIC

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806 West Adams Boulevard

Los Angeles, California 90007

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Communication

LANGUAGE SAMPLING, MODELING, AND EXPANSION

The road to language learning is exciting. But the journey is long. The road bends and curves and the hills are often steep and difficult to climb. In a sense, this course is like a road map. It provides information to make your journey easier. Whether your child is not yet using expressive language, or is at the beginning stages of this use, you can help him develop and expand his language.

Before you can use any road map to help you, you need to know not only where you are going, but where you are. That is what this lesson is all about. First we want you to collect a **language sampling**. Then you will be able to determine your child's vocabulary – the words he knows and the words he needs to learn next.

You will also be able to determine your child's language level – how he uses words. Is he consistently saying sounds, such as, "OO" for "shoe" or "AW" for "off?" Is he saying single words or some two- or three-word combinations? Perhaps he is even using three-, four-, or five-word sentences.

Your immediate responses to your child's attempts at communication provide the necessary model of language that is so important for your child. It helps your child expand his knowledge and use of language. Once you have a good idea of how your child is communicating, the sounds or words he is using and what they mean, you will be able to plan where to go next. How you continue to talk to your child and how you help him expand and develop his vocabulary will differ depending on his language level.

This is not nearly as complicated as it may sound. You may already be doing this in some ways.



LANGUAGE SAMPLING

Collecting a Language Sampling

Choose several activities during the day that are among your child's favorites, and have stimulated your child to use language he knows on previous occasions. Three would be ideal and would allow you to collect a representative sampling of his spontaneous language. You might choose mealtime, bath-time, playtime, or when you are dressing your child. You might also use pictures to encourage your child's use of spontaneous

language. Any activity that you feel will provide a sample of your child's typical language is fine.

Take a moment to decide on the best way to record your child's language sample. Depending on the situation and the people available to help you, the sampling can be done in several ways. Using a tape recorder allows you and your child to enjoy an activity uninterrupted. Or another adult can serve as your "recorder." If a tape recorder or another adult is not available, choose an activity in which you are not an active participant, but an objective observer and recorder.

Spend about 15 to 20 minutes collecting the sampling for each activity. Write down exactly what your child says. Use the accompanying Communication Chart to record the sampling. You will want to record not only what your child says, but what you think he means.

Often the situation will help you understand his meaning or intention. If you are not sure of his meaning, that is all right. Just put a question mark under **Child's Intent**. Next list how you responded – your actions and your words.

Listen Carefully and Record What Your Child Says

Listen carefully. Record as accurately as you can what your child actually says. This is not always easy. We all have a tendency, and usually we are not even aware of it, to let our minds fill in the parts a child leaves out. We hear "THROW BALL" or even "THROW THE BALL" when the child may actually have said "TROW BAW." Don't feel badly if you find yourself doing this. It shows that you are understanding your child's language, and not just listening to the sounds he makes – and that is great! But for now, record as accurately as you can exactly what your child says.



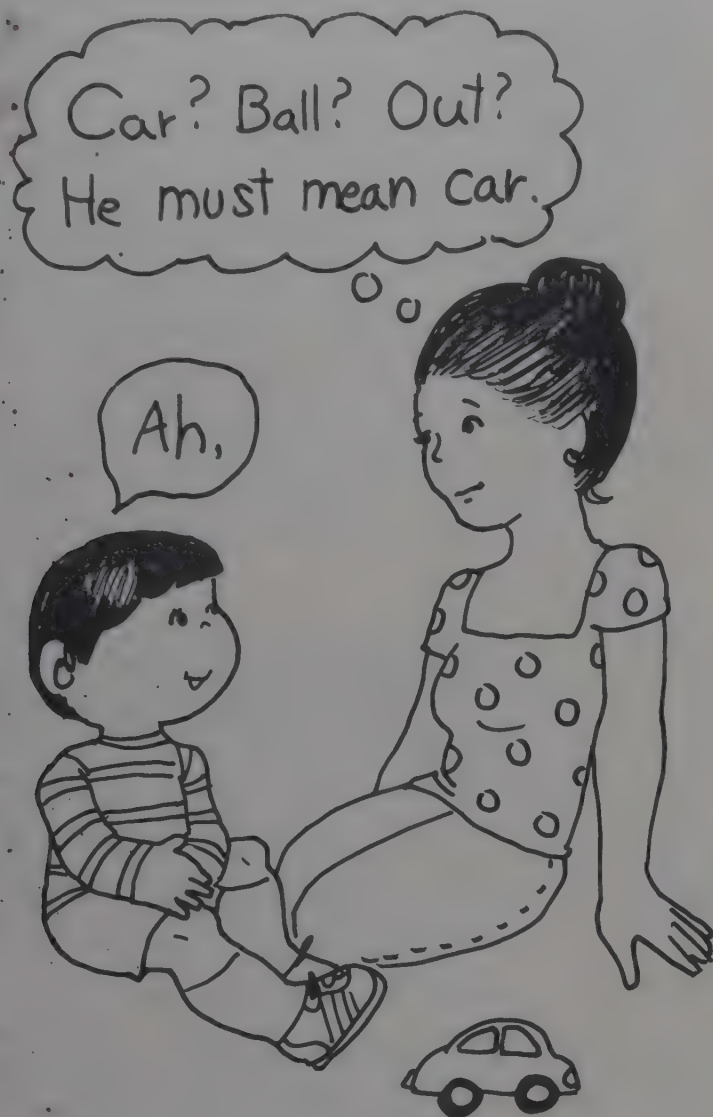
See What He KNOWS!

Now that you have a sample of your child's language, let's look at it. Sometimes children know more about language than we realize. Perhaps your child is using a few single words, or consistent sounds that stand for

words, like "OO" for "shoe," or "AW" for "off" or "ball." You may think he doesn't know much about language. You may not even realize his "OO" or "AW" is language. But wait, let's see what he really knows. In the following examples, what each child actually says is the same. However, what each child knows about language is not the same.

CHILD SAYS		CHILD INTENDS	CHILD KNOWS
Child 1	"OO"	?	?
Child 2	"OO"	Shoe	<ol style="list-style-type: none"> 1. Things have names. 2. Name of article on foot is "shoe."
Child 3	"OO"	My shoe came off. Put my shoe on.	<ol style="list-style-type: none"> 1. Things have names. 2. Name of article on foot is "shoe." 3. Language is for communication. 4. Language moves people to action. (Mommy will put my shoe on if I ask.)
Child 4	"OO?"	Where are my shoes?	<ol style="list-style-type: none"> 1. Same as above. 2. Same as above. 3. Same as above. 4. Same as above. (Mommy will help me find my shoes.) 5. The rising intonation (shown by the question mark) indicates that he knows about questions. 6. If his shoes are not present, he is demonstrating that his language extends even to objects that are not present.

In this early stage of word approximations and single words, what the child is doing often supplies the clues needed to understand the child's intent.



The MATCH is Important

There will be times when you do not understand what your child means. He may have begun to vocalize. Even though your child may not yet realize that different sounds have different meanings, he may be using his voice to communicate. In that case, "OO" could mean "shoe" or "balloon;" it could mean "up," "down," "out" or "no." Carefully assess your child's sounds and the situation. Then supply the correct language. The match between the language and the child's thought is important – try hard to match your language to his intent.

LOOK AT MORE LANGUAGE SAMPLES

Let's look at some language samples of children in our program who are at very different stages of language development, taken by their parents. You will notice that two of these children, like many others, use the same sounds or words to convey different meanings in different situations.

CHILD A – A BEGINNING CHILD

1. "UP"
Look up.
Pick me up.
We're going up.
2. "GEE UP"
Get up.
3. "NEE"
I want to brush my teeth.
Brush my teeth.
Give me my toothbrush.
4. "A-NA-NA"
Banana.
Give me a banana.
5. "MORE"
More.
I want some more.
6. "GEE"
Get it for me.
There's a tree.

This child already knows several important things about language. He has learned a valuable lesson; he has learned that he can use his voice to get people to do things. Note that all of his words are requests except "UP," meaning "We're going up," and "GEE," as in "There's a tree," which are descriptions.

This child is using language in a meaningful way. He is succeeding in communicating with his parent – who understands what he is trying to say. He is using one or two words to stand for a sentence. He is using several kinds of words. "NEE" and "A-NA-NA" are names of things, or nouns; "MORE" is an adjective; and "GEE" (as in "get") is a verb. The two-word combination in this sample is quite typical of early two-word combinations. Child A is probably not aware that he is combining two words; he probably thinks of "GEE UP" ("Get up") as one unit.



CHILD B – AN INTERMEDIATE CHILD

1. "PEASE"
Open a can of coke.
2. "MI"
I want milk.
3. "CAT"
There's a cat.
4. "MAMA"
Look at the book with me.
Wait for me.
5. "HOT"
It's hot! (a cup of tea)
It's hot! (bath water)
It's hot! (reference to an iron)
6. "MORE"
I want more milk.
7. "EYE"
There's an eye. (Pointing to a cat's eye)

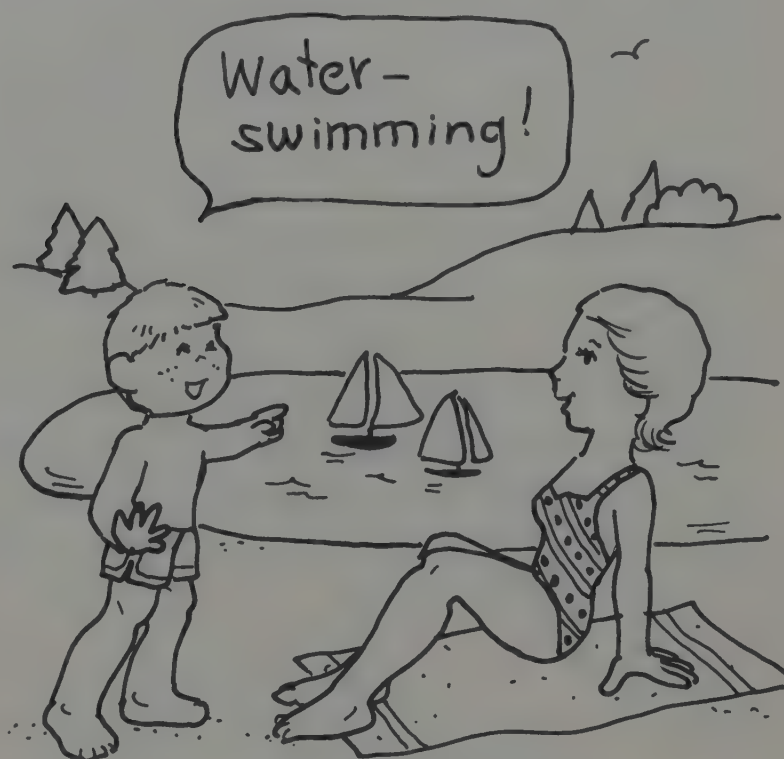
Again, several types of words are used to stand for complete thoughts, and the parent understands the intent. Also we note that there are many requests, and that the polite word "PEASE" ("Please") appears. Only "CAT," "HOT," and "EYE," which are used as descriptions, are not requests. In using the word "HOT," the child is able to generalize the meaning and use the word correctly to apply to anything that is hot. This sample does not contain any verbs, but the child is correctly using four nouns, and two adjectives, and the functional word, "Please."

CHILD C – A MORE ADVANCED CHILD

1. "WHERE ARE YOU CHIPS?"
"I DON'T KNOW."
Where are the chips?
I don't know.
2. "CHIPS, CHIPS"
Look, I found the chips.
3. "OFF"
I want to take my shirt off.
Help me, Mommy.
4. "WATER – SWIMMING"
We're going swimming in the water.
5. "MY TURN – BILLY'S"
It's my turn.
6. "BALLOON"
Look at the balloon.
7. "NO THANK YOU WATER."
I don't want any more water.
8. "BLOW – BLOW"
Blow up the balloon.

In this sample, you can see that a child with advanced language can be at several levels at the same time. Here we see three one-word requests, "OFF," "BLOW – BLOW" and "BALLOON." We see a two-word phrase, "WATER – SWIMMING," and in this case, the two words are probably not used as a formula as with Child A. We also see three-word combinations. Notice all the new things: pronouns appear and are correctly used, "I," "MY" and "YOU." Negatives appear: "NO THANK YOU..." and "I DON'T KNOW."

And a question is asked – not only is it asked, but the child answers it, demonstrating real understanding of the question form. A variety of verbs are used: "ARE," "BLOW" and "DON'T KNOW." In the case of "I DON'T KNOW," we see the use of the auxiliary verb "do" in the negative. At this stage, the child is probably using this as a formula.



WHERE NEXT?

Once your language sampling is completed, you will know a good deal about your child's language. You will know how many words he knows, and what kinds of words he uses with ease or is beginning to use. You will know something about his language level. Is he using single words, two-word combinations – or is he using three-, four-, or five-word combinations or sentences? This information will help you decide what is the best way to respond when your child talks to you. If he is using single words, you will want to provide a good model of the words he uses in your response to him. You also want to expand his language from one or two words by providing a model of complete expressions of thought.

Here are some examples of how you can tailor your response to your child's language level.

HOW PARENT RESPONDS WITH WORDS

HOW PARENTS SHOW UNDERSTANDING

CHILD SAYS CHILD INTENDS

"UH"	Milk. I want more milk.	Picks up bottle or container of milk.	"MILK. YOU WANT MORE MILK."	Pours milk for child.
"MI"	Milk. I want more milk.	Picks up bottle or container of milk.	"MILK. YOU WANT MORE MILK."	Pours milk for child.
"MILK."	I want more milk.	Looks at bottle or container of milk.	"MORE MILK. YOU WANT MORE MILK."	Pours milk for child.
"MORE MILK."	I want more milk.	(May be able to demonstrate understanding through response with words.)	"MORE MILK? DO YOU WANT MORE MILK?"	After child indicates yes, pours milk.
"I WANT MILK."	I want more milk.	(May be able to demonstrate understanding through response with words.)	"MORE MILK? YOU WANT MORE MILK?" or "HERE'S SOME MORE MILK."	After child indicates yes, parent pours milk.
		After child drinks the milk, parent may say:	"YOU DRANK TWO GLASSES OF MILK."	
"I WANT MORE MILK."	I want more milk.	Understanding shown by parent's response with words and action.	"YOU WANT ANOTHER GLASS OF MILK." or "PLEASE, MAY I HAVE ANOTHER GLASS OF MILK."	Gives child milk.
"I WANT ANOTHER GLASS OF MILK."	(stated)	Understanding shown by parent's response with words and action.	"YOU ARE THIRSTY TODAY."	Give child milk.

In all seven examples, the child has communicated his wish for more milk. The communication succeeds – the child receives more milk. What differs is how the parent demonstrates understanding, and the words the parent uses to respond.

For example, when the child is using “UH” or “MI,” the parent models the word **and** then the sentence. When the child uses only one word, the parent models “MORE MILK” and then the sentence. Perhaps the child is using other two-word combinations and the parent hopes the child will soon add the word “MORE.”

When the child is able to use a three-word sentence, “I WANT MILK,” the parent still models the basic sentence the child is trying to say. But now she adds a related comment, “YOU DRANK TWO GLASSES OF MILK.” Finally, when the child is able to correctly use the four-word sentence, “I WANT MORE MILK,” the parent begins to teach another way to say that, “...ANOTHER GLASS OF MILK.” and “MAY I HAVE...” When the child learns the more advanced form of requesting more milk in the last example, the parent keeps the pace and begins teaching new words: “thirsty” and “today.”

These are just examples of the ways in which a parent could respond. The important thing is that the parent is always looking for opportunities to expand the child’s language.

Planning Activities

A language sampling will also help you plan activities as you use everyday situations. When you know the words, phrases, and sentences your child is attempting to use, you can think of many ways to provide practice. If your child is attempting to say, “MILK,” perhaps you want to give him a small glass of milk, less than you know he will want. Then he will have an opportunity to ask for more. If he likes apples, one apple cut into slices will provide many opportunities – as many as you have slices — for him to say, “APPLE.” And each time he tries, you have another chance to say, “YOU WANT SOME MORE APPLE.” Every time you create this kind of opportunity, you are telling your child that you expect him to communicate, that you will understand his communication, and that his communication will succeed. This is a wonderful thing to do for your child!



RESPONDING AND REWARDING (REINFORCING)

Always **RESPOND** to your child's communication attempts. **RESPOND** to his gestures, his vocalizations, his words. He is doing his best. When you **LISTEN** and **RESPOND**, you make all his effort worthwhile. Your response provides the reward for him.

LISTEN TO WHAT YOUR CHILD SAYS

RESPOND TO WHAT YOUR CHILD SAYS

Listen and respond, even if your child's attempt isn't as good as you might like. Now you may ask, will he ever learn to say, "MILK" if he gets "milk" by saying, "UH" or "MI?" The answer is, "Yes, he will, but it will take time and patience." If you keep providing him with a model, and keep expanding his language, it will improve.

Because you know your child so well, you know whether he can say: "UH," "MI," "MILK,"

"MORE MILK," or "I WANT MORE MILK." Always expect him to use the best language (the words) that he is able to use. He will soon learn to meet those expectations. The speech (how he says a word) will improve with time and practice.

If he has been gesturing without words and finally one day says "UH," that's a great step forward. For your child, on that day, "UH" is **wonderful language**. Show him when you respond how pleased you are. Reward his behavior! He gave it his best effort. If, on the other hand, he has been saying, "MI" and one day asks for milk with "UH," encourage him to try again. Let him know that you appreciate his effort but that you know he can do better.

Whenever your child uses a new word, let him know how pleased you are. Tell him his language is wonderful! When your child is advanced enough to know several ways of expressing a thought: "I WANT MORE MILK," and "I WANT ANOTHER GLASS OF MILK," encourage him to use the new language. When he says, "I WANT MORE MILK," you might ask, "CAN YOU SAY THAT ANOTHER WAY?"

REMEMBER:

EXPECT AND ENCOURAGE your child to use the best language he can.

LISTEN to what your child says.

RESPOND with words and with actions to what your child says.

REWARD or REINFORCE behavior – when your child **uses his** best language, show your pleasure.

USE THIS CHART FOR YOUR LANGUAGE SAMPLING

[illegible]

SEND US A COPY OF THIS IF YOU WISH.:

You and Your Child

HOW YOUR CHILD FEELS ABOUT HIMSELF

We all have many different feelings, but among the most important feelings are those about ourselves. As we discussed in Lesson Seven, it is important to develop your child's feelings of self-worth and self-esteem. As you're doing this, you're helping him develop good feelings about himself. Later, he will develop good feelings about others. Part of becoming independent is helping your child learn to recognize and respond to his own feelings. As we said earlier, as children develop, they begin to reflect the feelings others have toward them.

All children are individuals. As children grow and develop, they may excel in one skill and have great difficulty with another. Often, we might only think of commenting to the child when something is not quite right. It is easy to forget that we should also be letting the child know we recognize when he is doing something well. We might assume that the child knows when he has done well. We might not think to tell him so – as we often do with each other as adults. By letting your child know when he has pleased you or has succeeded at a task, you help him realize that **he** is a capable, dependable individual. When you help your child feel that he is important, it helps him feel good about himself. A hug, or a pat on the back along with your verbal praise, helps your child understand he has done well.

Recognizing and Accepting Feelings

Feelings are a normal part of everyone's life.



Most of us have little difficulty recognizing and accepting positive or "good" feelings. Often, however, we may want to hide our negative or unpleasant feelings – those we consider "bad." Once you realize that it is quite normal to have these negative feelings, it may be easier to recognize that your child also has negative feelings. He may sometimes seem angry, fearful, sad, or even hostile. Finding ways to accept and understand these feelings can lead to a better, more open relationship with your child.

Your child will need to learn the language used to express feelings so he can understand the feelings of others. He also needs the language to express his own feelings. You model the language, as you mention when your child is happy, sad, or proud. Let him know your feelings, too. You can say:

"THAT'S WONDERFUL!

YOU'RE HAPPY!"

"WHAT A SURPRISE! THIS IS FUN!"

"SUCH A BIG SMILE!

WHAT A LAUGH!"

Negative feelings, no matter how hard we may try to hide them, often surface in a variety of ways. Your anger or frustration over an incident at home or at work might surface when another motorist swerves in front of you. You may also notice similar incidents in your own child's behavior. He may strike out at a friend or pet when he is really frustrated at not being allowed outdoors.

Since the cause of your child's unpleasant feelings may not be obvious, it is important that you try to understand your child's feelings in different situations. Think about your child's reaction over an unpleasant incident. You may be able to determine the true feelings behind this situation. All children will have some of these negative feelings. It is a natural, necessary part of the growing up process. When your child shows anger, fear, or hostility, you can help him acknowledge these feelings by first helping him recognize his feelings. Then help him work them out.

Create an Atmosphere of Understanding

To help your child understand and express his feelings, it is best for you to try to view the situation from his point of view. Even though you may feel your child's anger or fear is unreasonable, remember, it is **very real** to your child at this moment. You can help him learn to express his feelings in an open, positive way. Helping your child work through his feelings in a positive way can make it much easier when a similar situation occurs.

For example, a broken balloon may cause a torrent of tears – particularly if another child broke it. Although it may not seem so important at first, it might be a very sad event for your child. A reassuring hug from you can let him know, "I understand, I know you're sad. It's OK." You might collect the pieces and count them, and talk about the loud noise.



Then together you can take the pieces to the trash can or use the pieces to make an experience story. This helps your child recognize that you also saw this as an important event – something to talk about.

Talking with your child this way helps establish an atmosphere of open communication. At this early age, you are helping your child realize that you support and understand him regardless of his happy, sad, or angry feelings. When you and your child feel comfortable expressing your feelings with each other, it can be helpful for many years to come.

Your Own Feelings

As mentioned earlier, you may often notice that you hold in or conceal your own negative feelings. At times, these feelings will surface in inappropriate ways. As you are able to deal with your feelings, you provide a good model for your child to follow. It is important to find a way to release these feelings harmlessly – perhaps through physical activity. You might find that quickly cleaning the kitchen, jogging, or weeding the garden gives you physical relief. It also allows you some time to think the situation through.

Ways to Help Your Child

Your child will need to be guided in finding ways to express his anger or frustration. You can help him find nondestructive ways of doing this. If your child is angry, let him know he can pound a board, but **not** the table. Show him that he can punch a pillow but **not** his brother, sister, or playmate. He can also tear up an old newspaper but **not** a book. Let him know that once he has worked out the fury of the moment, you are willing to talk about it and comfort him.



The Language of Feelings

You may be wondering how your child will understand when you do talk about these abstract ideas – feelings. The words “angry” and “afraid” do not describe objects which can be seen or touched. But, these are words your child can gradually learn to understand. Use them naturally in situations where their meaning is obvious. Many repetitions can help make the meanings clearer. Just as with more concrete language, your child will have to understand the words for feelings before he can use them himself. You begin teaching these words exactly the same way that you began teaching other words. You expose him to them in everyday situations.

Words Used to Express Feelings

You can help your child add these words to his vocabulary by repeating them in situations to express how **you** feel, how **others** feel, and especially how **your child** feels.

Talk about his feelings:

"YOU'RE ANGRY!"
"YOU'RE SO HAPPY."
"WHAT MADE YOU ANGRY?"
"YOU FELL DOWN."
"YOU HURT YOUR KNEE."
"ARE YOU AFRAID?"
"YOU DON'T LIKE IT."

Talk about your feelings:

"HEATHER'S GONE. I'M LONELY."
"HEATHER'S HOME. I'M GLAD."
"I LOVE YOU."



Talk about the feelings of others:

"CHRIS IS CRYING.
HE'S UNHAPPY."
"LOOK! CHRIS IS LAUGHING NOW."
"DADDY'S ANGRY."
"DADDY IS PROUD OF YOU!"

Your Feelings Show

Feelings show, whether we want them to or not. Children are remarkably aware of their parents' feelings. Young children often presume, correctly or incorrectly, that they are the cause of all their parents' negative feelings. Sometimes it helps to be honest and say, "MOMMY IS CROSS TODAY." Or, "DADDY IS TIRED TONIGHT." Even if your young hearing-impaired child does not yet understand these words, your feelings can be clearly communicated without any words at



all. A hug, a pat, or a smile can sometimes reassure a child that you are not upset with him.

It is also important to think about what you can say if your feelings do explode from time to time. Just as you will be guiding your hearing-impaired child to apologize in certain situations, you will want to show him your example. In your role as a parent, it is quite difficult to maintain an even temper at all times. Therefore, you can also reassure your child when you tell him, "I'M SORRY. MOMMY IS VERY TIRED TONIGHT. I AM SORRY I YELLED AT YOU." In addition, there may be situations where you have had difficulty interpreting a situation and have wrongly accused or corrected your child. It is just as important to give your child an apology in this situation. Your child can benefit from using you as a role model when he finds himself in a similar situation.



YOUR CHILD'S FEARS

No child grows up completely free of fears, but the amount, kind, and duration of fears vary widely with age and with individual children. It is important that you help your child recognize them and eventually find ways to conquer them. A child at one time or another may fear the dark, fire, sleeping (nightmares), water, separation from his parents, animals, and even moving objects. Children often fear real or imaginary objects that actually are quite harmless. It is, however, important to realize that no matter how unreasonable the child's fear may seem, it is very **real** to him. By letting your child know that you will try to understand his fear and try to help him, you comfort him.

Nightmares

Almost all children at one time or another

have bad dreams or nightmares. They seem particularly common with children around five years of age. When your child wakes from a nightmare, be certain he is fully awake. Children, even though completely or partially asleep, may often cry out or carry on a conversation with a parent. So be sure to waken your child completely, comfort him, and hold him close. If you reassure your child by saying, "Everything's OK. Daddy's here. It was just a dream," instead of "The bad monster went away," you avoid confirming your child's belief in the monster. With support and comfort, most children will drop back to sleep rather quickly.

Nighttime And Bedtime Fears

It is also common for children to have fears associated with the dark and going to bed. Bedtime fears are frequently evident with young hearing-impaired children. The hearing-impaired child is cut off rather dramatically when he is put to bed, his hearing aid removed, and the lights turned off. Unlike a child with normal hearing, he does not hear the familiar, reassuring sounds of his parents or older siblings moving about down the hall or downstairs. Sometimes a relaxing bedtime routine helps. Some suggestions for establishing a familiar routine are in the EVERYDAY ACTIVITY in Lesson Five. If you find you have additional difficulties with your child when it is time for bed, you might want to request our special paper, "Bedtime."

Facing His Fears

Many fears will only last a short time. But all of your child's fears should be treated with respect. Give your child your love and support as you help him realize on his own that he



does not have to fear the water or certain animals.

Some parents mistakenly believe that they can "get a child over his fear" by forcibly exposing him to it. Forcing a child to approach and pet a dog he fears, or forcing a child who fears water into a swimming pool or lake, seldom works. And, often it causes even greater fear and longer-lasting fear.

It may be more effective to gradually help your child understand a feared object or situation by exposing him to it in a non-threatening situation. Let your child look at pictures in a book of the feared object. Playing with a toy dog often helps a child who is afraid of dogs. A child who fears swimming might want to sit on the shoreline—as close to

SEPARATION



the water as he is willing. He might want to put his hands in the water or play in a pail of water.

When helping your child face his fears, you can allow your child to stay close to you – holding on if necessary. When comforting him with your presence, he knows that you are there to “protect him.” This might give him the courage to eventually venture out and confront his fear.

You will want to offer him comfort and reassurance. Long before your child will understand your words, you are letting him know you support him with a hug and a smile. Your attitude is most important – one of strength, comfort, and respect.

Young children, as adults do, have feelings of security from their daily routines. This includes the people around them, their homes, the dishes they eat from, their rooms and the furniture in them. Changes, especially sudden changes, that separate a child from familiar surroundings, people, or even daily routine can be very disturbing.

Routine Separations

No parent can be with a child constantly nor would it be healthy for the child or parent if they were. Some separations are unavoidable. Many young children will resist separation because they develop a fear, again no matter how unreasonable, that their parents will not return. Through short separations, children learn that parents do indeed return. You can help your child develop an understanding of this by repeatedly using the same language before and after separations. Eventually, your child will begin to understand these phrases:

“I’LL BE BACK.”

“HI, JULIE. MOMMY’S BACK.”

You can begin exposing your child to this language and concept by using it consistently even when you leave a room at home. These brief separations can help your child connect your disappearance and reappearance with the appropriate language.

“I’M LEAVING NOW.”

“I’LL BE RIGHT BACK.”

“HERE I AM, I’M BACK!”

Even simple games, such as “Peek-a-Boo,” do more than simply amuse a youngster. At

this very early stage, they begin to help a child understand the idea of disappearance and reappearance. Daily repetitions of your coming and going can help your child begin to understand separations. It may begin to make it easier when you do have to go outside the home or leave the child somewhere for longer periods of time.

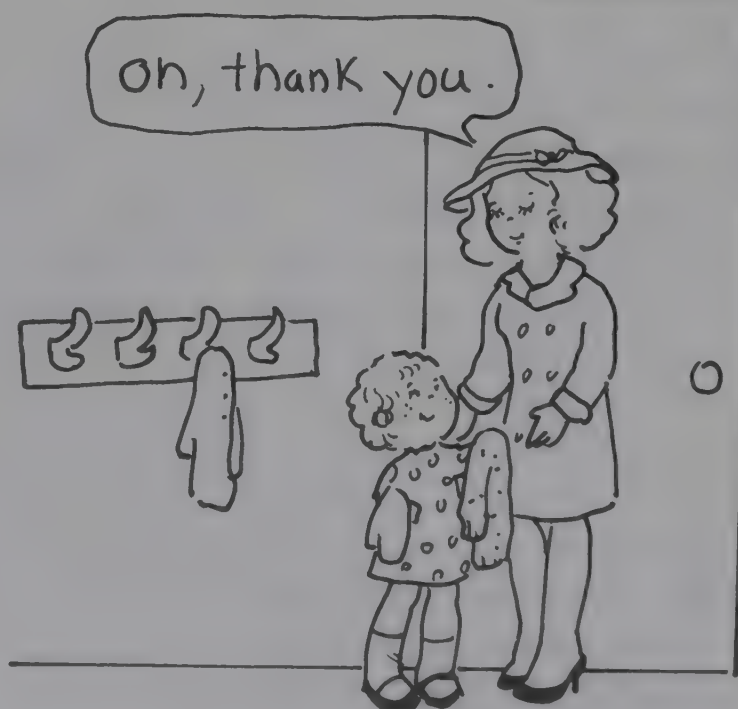
If your child is upset when you do leave, you might find that leaving something of yours with him may reassure him that you will return. Your child may mistakenly believe you would not come back for him, but knows you would return for a sweater, or jacket.

When Your Child Goes to School

The first day of school is an exciting milestone in your child's life and in yours. Parents, as well as children, often view the beginning of school as their first major separation. It may often be as difficult for you as for your child. Talking about the event beforehand can help your child look forward to school as a new and exciting experience.

If possible, you might want to schedule a short visit to the school before the "first day" so your child can see where he will be going. Then you could take photographs or make pictures of the teacher, the other students, and the classroom as well as the school building. At home, you can talk about the pictures and drawings with your child. Adding your child's picture or a stick figure of him can help him understand that he soon will be part of this group. Check with your local librarian for some excellent storybooks available about the first day of school. You might also want to share some of these with your child.

If your child will be riding a school bus, you can show him other children riding school



buses, and perhaps even follow the route his school bus will be taking. If it is not possible to take your child on a school bus ride beforehand, a ride on a municipal bus might help make the experience a little more familiar to him. Pictures can also help you let your child know that you will be leaving him at school, or at the bus stop, and will get him at the close of school. If you have begun to introduce the concept of time with a simple clock, you can show him the hour at which you will return.

Some nursery schools and kindergartens allow parents to remain with their child the first day. Or, often parents remain until the child becomes accustomed to the routine. Your presence in the background, but in plain sight, may give your child extra comfort during the first stages of this new adventure.

New Teachers and New Schools

Children often establish strong bonds with their teachers, especially their first teacher. In many education programs, children often have the same teacher for several school years. The child may not realize when he will have a new teacher. If your child will be advancing to a new classroom, you will want to help prepare him for this change if possible. There is always some period of adjustment, and you can help your child adapt easier. You can prepare him in much the same way you did for the first day of school. Pictures, photographs or drawings, can give you the opportunity to talk with your child about the changes to come.





Moving

Moving, especially if the move is far from all of the child's familiar surroundings, can be quite upsetting to a young child. Other family members may be looking forward to a move, but a young child may resist because he only thinks of leaving all that is familiar and comforting to him. If possible, let your child see the new home before you move. You can again use pictures to show him the old house and the new house. Use simple stick drawings to show your child that all of his games, furniture, and favorite toys will go to the new house.

You might want to allow your child to help pack his own things. It is often helpful, if possible, to arrange for your child's possessions to be the last ones put on the truck. This way, they are the first items unloaded. Then you can set up his room in the new home immediately. At first, it helps if the child's room

is arranged as it was in the old house. If the furniture arrangement does not suit your child's new room, it can always be changed after your child has become used to his new surroundings.

When Others Move Away



The departure of a playmate can be very difficult for a young child. If one of his friends moves away, be sensitive to the loss your child is feeling. Let him know, "I UNDERSTAND, YOU'RE SAD, BECKY MOVED AWAY." If the friend has not moved too far away, a visit might be a good idea. Help your child understand that it is all right to miss his friend – and that his friend probably misses him, too. This might be a good opportunity to draw a simple map, or use a road map. This gives your child an opportunity to be exposed to the names of different places and distances. Talking about what has occurred, helps your child realize that **you** feel his loss is significant.

Divorce

This is a time when your child will require your comfort and support more than ever. The change in your child's life is a separation from relationships as he knew them. It is also a time when you are living with a turmoil of emotions yourself. An ongoing relationship with the parent he is not living with, helps provide a sense of stability for your child. It is important to help the child begin to realize that even though the parents no longer live with each other, that they **both** love the child. Continued contact with other family members and friends, as well as home, church, and school, can help make the adjustment easier.

The attitude of the parents will be reflected in their children. As your child sees that you gradually accept the situation, and are building a new life, it helps him begin to do the same. If at all possible, parents' differences should be kept between **the two of you**, and not involve your child.

Photographs or drawings may also help your child understand that his parents will be living in different places now. A calendar may help illustrate when your child will be with each parent. There are also many children's books available which have stories and pictures which might help your child understand and relate his feelings a little more easily.

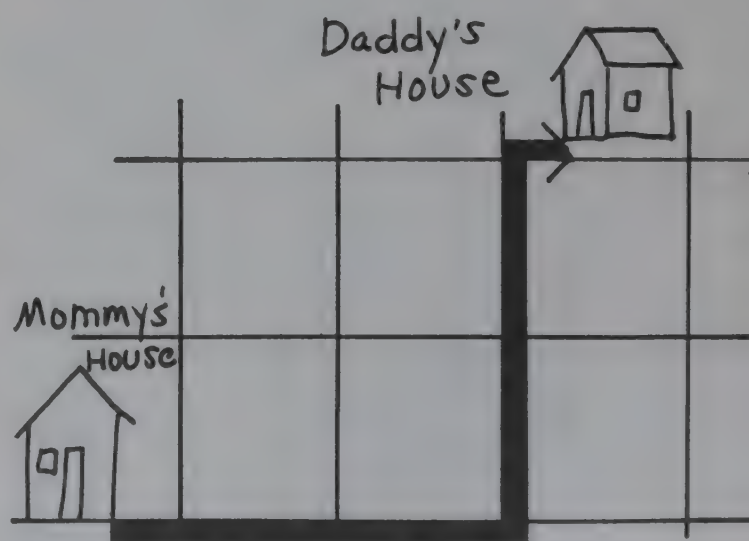
Thursday	Friday	Saturday
	 Daddy's house	
	 Mommy's house	

This is an extremely stressful time for **every** member of the family. Even though your child may not show any outward signs of concern, you will still want to discuss the family situation. This may help ease fears your child is developing which he is unable to express.

Death

The death of a relative or close friend is a deep loss for everyone – even for your young child. Parents are often concerned about how to help their hearing-impaired child understand such an abstract concept. You can begin to help your child understand the permanence of death by pointing out natural situations when something has died – a dead insect you discover on a walk, or a wilted flower. You can help your child investigate the object. Point out that when something is dead, it no longer breathes or eats. It can be extremely confusing to use the terms “went to sleep,” “went away,” etc. It is easier to talk about death at this time, rather than when you're involved in a crisis due to the death of a family member.

The death of a parent, grandparent, or close friend may deeply affect the young child. He may be grieving even though he shows few outward signs. Other family members, caught



up in their own grief, can easily overlook the child and his feelings. But, as with all feelings, it is important to talk to the child. Talk as frankly and honestly as possible. Again, phrases such as, "He is just asleep," mislead the child, and make it difficult for him to accept the reality of the situation.

When you do talk with your child, your comments should be brief, simple, and repeated when necessary. If your child will be visiting a dying person, or attending a funeral, you will want to prepare him in advance for what he will see and hear.

Your child may need to mourn this loss on and off for many years. He will need your support and understanding through this grief process. Let your child know he can share his feelings openly and freely with you.



RECOGNIZING OTHERS' FEELINGS

The younger a child is, the more he sees himself as the center of the world. A little child often fails to consider the feelings of others. The thought that others **have** feelings simply does not occur to him. Because of this, little children sometimes treat a playmate, pet, or even a new baby as a toy.

As you begin to help your child recognize his feelings both positive and negative, you can also help him begin to recognize and accept the feelings of others. Begin to point out the emotions of others to your child when **he** is not personally involved. For example, you could talk about a playmate being sad or angry when your child can observe this. If it is a time your child is involved, he would be too concerned with his own feelings. It would be difficult to recognize that the other child is also hurt or angry.

You can also help your child think about the feelings of his favorite storybook characters. Is the character afraid, happy, lonely, or sad? How do the feelings of this character change throughout the story? Some children actually find it easier to understand the feelings of make-believe characters.

Being sensitive to others is a skill which takes a long time to develop. Your patience can help guide your child to a better understanding of others. Gradually, your child will begin to see himself less the center of, and more a part of, the world of other people.

Quarrels

Disagreements between children, especially siblings, can also become a learning experience. Through short contests of will, children can learn to stand up for their rights. Eventually, they learn to respect the rights of others. They learn that they can't take advantage of others. They understand that someone will stop this, if not an adult, then another child. They also begin to learn about the give-and-take relationship in families. This practice in working through arguments within the family can be excellent practice and experience for life outside the family unit.

Reasons for Quarrels

Occasional quarrels between children are seldom cause for concern. But often children go through periods of constant turmoil, especially with siblings. Children may seem to taunt each other and fight frequently. It is often an unrelated cause which results in a child's aggressive behavior. In other words, a child may hit his sister – not because of anything his sister did, but because he doesn't understand why he could not go for a ride in the car.

Therefore, it may help to think about underlying causes. If you have to spend a large amount of time with your hearing-impaired youngster, could this be causing strained feelings with the other children? You might try to work some activities into your schedule to involve all of the children together. Many of the games and activities in our lessons can easily involve several children at once. With other children participating, these games can be even more effective for your child. The other children can act as good speech and



language role models for your hearing-impaired child. It can make your child's education more of a family-centered project. In addition, you could spend a few "special" moments giving each of your other children your undivided attention. You might help another child with homework or read a short book together.

There may be other reasons for quarrels or acting-out behavior. Has there been an event in your child's life which has caused some change? Your child may feel unsure of himself and express his feelings by aggressive behavior with family or playmates. Perhaps he has a new teacher at school, or there has been a change in the family situation. Let him know you want to understand and help him.

When You Need to Step In

The occasional battle that may erupt from a childish squabble can be ended by simply separating the children until tempers cool. A minor quarrel may settle itself, and it is always best to intervene as little as possible. However, if anger takes over, it is best for an adult to quickly see that the children are separated until they can manage to get along. When you do have to step in, be matter-of-fact. It can be difficult not to react to your children's anger with anger of your own. Your calm attitude can quiet the situation a little. It may be easier for the children to begin playing together again after a brief cooling-off period.

UNDERSTANDING FEELINGS

Helping your child understand about feelings and emotions he cannot see or touch is just as important as understanding the differences between concrete objects. The same patience and perseverance you show in helping him understand the names of different toys and people will help him learn about his feelings. Constant repetition of the language describing these emotions, used in appropriate situations, will help your child learn. As you create an atmosphere of support and understanding, your child will be better able to recognize, accept, and express his feelings and those of others.

Games and Activities

AN EVERYDAY ACTIVITY

Description: PREPARING BREAKFAST

Purpose of the Game:

To expose your child to the language used in preparing breakfast.

To let your child share in meal preparation activities.

What You Need:

Food, plastic dishes and flatware needed to prepare breakfast.

When to Play:

At breakfast time.

What to Do:

1. Let your child help you prepare a very simple breakfast for himself or the whole family. At first, you may want to start with cereal.
2. Let your child take the food and dishes out. First, take him to the cupboard and say:

"WE NEED SOME CEREAL."

"LET'S GET THE CEREAL."

"LET'S PUT IT ON THE TABLE."

At the same time, help him follow the directions, and get out the cereal. Or, let him watch you get the box as you talk to him.

(Which one do you want?)



3. Then, go to the refrigerator, and say:

"WE NEED SOME MILK."

"GET THE MILK."

"PUT THE MILK ON THE TABLE."

"IT'S HEAVY. MOMMY WILL HELP."

4. Have your child help get out the dishes and spoons. Perhaps you will want to take them out of the cupboard, and hand them to him to have him set the table.
5. When all the materials are together on the table, sit at the table facing your child. Use language that comes naturally to you and that describes the actions your child is performing, or that you are helping him perform.

"HERE'S A BOWL FOR PAUL."
"HERE'S A BOWL FOR MOMMY."
"OPEN THE CEREAL." (Assist your child if necessary.)
"POUR SOME CEREAL."
"GOOD. YOU POURED THE CEREAL."

6. Have your child open and pour the milk, if he can. (If you pour some milk into a small plastic pitcher or measuring cup, it will be easier for your child to pour his own milk.) Use language such as:

"OPEN THE MILK."
"POUR THE MILK."
"OH! THE MILK IS COLD!"

7. Prepare cereal for all the members of your family who will be eating with you. Or, have each family member pour his own bowl of cereal.

Variations:

1. Help your child slice a banana to add to his cereal. Or if he likes another kind of fruit, you may want to slice it yourself and then talk about the fruit you are cutting. Bananas are suggested because they are easy to slice and your child might be able to cut them himself with a dull knife.

2. Prepare hot cereal. Allow your child to help in measuring the cereal, water and the salt.

3. Pour juice. You can use language such as:

"OPEN THE JUICE."
"POUR THE JUICE."
"CLOSE THE JUICE."
"THE JUICE IS COLD."

4. Make toast. You can talk about the toast being HOT and the butter MELTING.

5. Prepare eggs. Even your very young child can help scramble them with a fork and then watch as you cook them.

6. Make a scrapbook of the pictures of the breakfast foods you have prepared with your child, or those he particularly likes to eat.

If Your Child is Ready: Advanced Language and Skills

1. Encourage your child to use his language to indicate what kind of food he would like to help you prepare. Help him make choices:

"WHAT DO YOU WANT FOR BREAKFAST?"
"DO YOU WANT APPLE JUICE OR ORANGE JUICE?"
"SHALL WE HAVE CEREAL OR EGGS?"

2. Paste up pictures illustrating each step of the breakfast preparation and make a story using the pictures.

PLAYTIME

Description: CUTTING AND PASTING

Purpose of the Game:

To provide the opportunity for your child to use his creativity.

To provide your child with the opportunity to have fun with cutting and pasting.

What You Need:

Paper pre-cut into shapes, or paper to be cut into one-inch wide strips.

Large pieces of paper on which to paste the shapes or strips.

Paste or glue.

Blunt-tipped scissors.

When to Play:

Any time.

What to Do:

1. Sit with your child at a table. Have your material gathered in front of you. If your child is very young or has no experience with cutting, you may want to cut the shapes beforehand and allow your child to paste them.

2. First, take a shape and demonstrate to your child how to apply paste and place it on the paper. Then let your child try:

"LET'S PASTE THE CIRCLE."

"NOW IT'S YOUR TURN."

"PUT ON SOME PASTE."

"PRESS DOWN."

"PRESS HARD."

"OH! IT'S PRETTY."

3. Let your child discover for himself how much paste he needs. At first, he may use too much or too little. That's fine! He is learning.

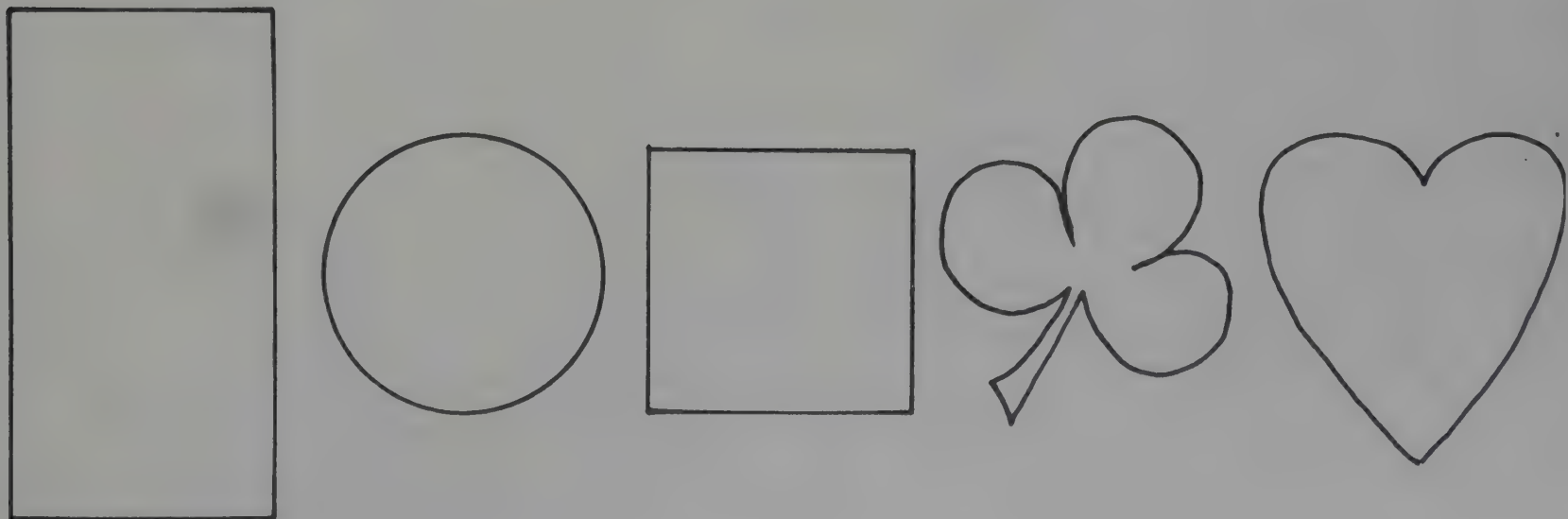
"IT DIDN'T STICK."

"YOU NEED MORE PASTE."

"WOW! THAT'S A LOT OF PASTE!"

"HERE'S A TISSUE."

4. If your child has already had some experience with cutting, let him cut paper into one-inch strips. Or, show him how to



do this now. Demonstrate how you cut a strip yourself. At first, of course, his strips will not be perfectly shaped. But, with practice, they will become even. Use appropriate language:

"CUT THE PAPER."

"HERE ARE THE SCISSORS."

"OH! YOU CUT A BIG PIECE!"

5. After cutting the paper into strips, let your child paste the strips on another piece of paper of a different color.

Variations:

1. Cut and paste to make a variety of things. Greeting cards, holiday decorations, place-mats, scrapbooks or pictures to be proudly displayed are but a few of the things you can make with your child.

2. Use this activity as a chance to talk about the names of colors your child is learning.

"YOU PASTED A BLUE STRIP."

"CUT A YELLOW ONE."

"HERE'S SOME RED PAPER."

3. You can cut shapes and talk about the names of the shapes, if your child is learning those names as well.

If Your Child is Ready: Advanced Language and Skills

1. If your child is ready, help him draw shapes on a piece of paper. Then, have him cut along lines.
2. Have your child cut simple shapes, such as circles.

A THINKING ACTIVITY

Description: LEARNING ABOUT SIZES

Purpose of the Game:

To provide experience for your child in sorting objects according to size.

What You Need:

Pairs of identical objects, of very different sizes. You may have a large and a small spoon, a large and a small bowl, a large and a small shoe, a large and a small ball, and so on.

A large box, in which all the large objects will fit.

A small box, in which all the small objects will fit.

A bag big enough to hold all the objects at once.

When to Play:

Any time.

What to Do:

1. Sit with your child at a table. Put the two boxes on the table. Compare the sizes with your child. Show him how the small one fits inside the large one. You can say:

"I HAVE TWO BOXES."

"THIS ONE IS BIG."

"THIS ONE IS LITTLE."



2. Show your child the bag full of objects. Be animated! Peek into the bag and let him know you have wonderful things inside. Don't let him look inside! Then, encourage him to draw one object out of the bag, without looking.

3. Comment on the object. Tell him what it is, or encourage him to name it if he knows the name. Help him put it in front of the boxes.

4. Then, reach into the bag yourself and pull out the corresponding object. Show it to your child. Compare it to the first one. Tell him:

"THIS ONE IS BIG."

"THIS ONE IS LITTLE."

5. Point to the large object. Act puzzled, and say, "WHERE DOES IT GO?" Pick it up. Try to fit it into the small box. Let your child see that it doesn't fit. Then, place it in the big box. Say, "OH, IT'S BIG!"

6. Point to the small object and indicate to your child that it's **his** turn to choose. If he reaches to put the object in the big box, guide his hand to the little one. Tell him, "RIGHT. IT'S LITTLE."

7. Continue with your child pulling pairs of objects out of the bag. After both are on the table, encourage your child to decide which object goes in which box. Be ready to guide his hand if he appears to be ready to make a mistake. You can also take turns. Always point out the sizes:

"THAT SHOE IS BIG. IT GOES IN THE BIG BOX."

"OH, THAT'S LITTLE."

"YOU PUT THE BALL IN THE LITTLE BOX."

8. Continue with seven or eight pairs of objects, stopping before your child is tired of the activity.

Variations:

1. Have a large piece of paper and a small piece of paper on the table. Use pre-cut pairs of shapes, of very different sizes. Help your child decide on which piece of paper to paste each shape.

2. Cut out a big paper doll and a little paper doll, with corresponding sets of clothing—pants, hats, shirts, etc. Help your child decide which of each set goes with the right paper doll.

If Your Child is Ready: Advanced Language and Skills

1. Encourage your child to tell you if each object is big or little as you play the same game.

2. When your child knows the words BIG and LITTLE, introduce other comparative words, if he's ready: SMALL, LARGE, SHORT, TALL, and so on.

LISTENING

Description: LISTENING TO LOUD AND SOFT VOICES

Purpose of the Game:

To help your child learn to distinguish between a loud and a soft voice.

What You Need:

Two squares of paper (one about 3"x3" and the other about 8"x8").

Bits of cereal.

What to Do:

1. Print the word "LOUD" on the large square of paper and the word "soft" on the small square.
2. Say, "AHH" very loudly. Tell your child, "THAT WAS LOUD." Show him the large square. Say, "THIS SAYS, LOUD." Then place it on the table in front of him.
3. Say, "ahh" very softly and tell your child, "THAT WAS SOFT." Show him the small square. Tell him, "THAT SAYS, SOFT," and place it next to the large square of paper.
4. Say to your child, "LISTEN" as you point to your ear. Tell him, "IT WILL BE LOUD." Then say, "AHH" in a very loud voice.
5. Say, "THAT WAS LOUD!" Put a piece of cereal on the big piece of paper marked "LOUD."



6. Again ask him to "LISTEN" and tell him, "IT WILL BE SOFT." Say, "ahh" softly. Say, "THAT WAS SOFT." Place a piece of cereal on the small square.
7. Produce your loud and soft "Ahh's" varying the order. For example, say, "AHH" loudly twice, and then softly once, then loudly once more, then softly, and so on.
8. Always use the words LOUD and SOFT both before and after you produce the sounds. Help your child make the correct response by placing a bit of cereal on the corresponding piece of paper each time you are finished vocalizing. Don't let him make a mistake!
9. When your child seems to understand the correct response, and is able to make the discrimination himself, let him try to respond without your help. But if he seems puzzled or hesitant, show him where the piece of cereal goes.

Variations:

1. Use two containers. Help your child drop marbles into the large one for LOUD and into the smaller one for SOFT.
2. Make a book of pictures depicting loud and soft sounds. Have tape recordings of each sound or be able to imitate the sounds yourself. As your child points out the pictures, produce the sounds for him. Help him listen for the loudness or softness. For example, a picture of a lion roaring, a car horn beeping, and a drum being beaten are all LOUD sounds. A kitty meowing, somebody whispering and a clock ticking are SOFT sounds.
3. Draw two megaphones, one large one and one small one. Help your child put a crayon mark on the large one each time a loud sound is made, and on the small one each time a soft sound is made.

4. Use different vocalizations for the loud and soft sounds. For example, when he can easily discriminate between a loud and soft "AHH," use other vowel sounds such as "OO" (as in "shoe") and "EE" (as in "me").

If Your Child is Ready: Advanced Listening Skills

1. Have your child tell you whether the sound is "LOUD" or "SOFT" by using the words.
2. When your child can easily discriminate between loud and soft sounds when they vary greatly in intensity, gradually decrease the difference between them.
3. When your child easily distinguishes the LOUD and SOFT of three vowels separately, use them in combination. For example, ask him to discriminate a loud "OO" from a soft "AHH" and vice versa.

SPEECH

Description: LONG AND SHORT SPEECH SOUNDS

Purpose of the Game:

To help your child understand the difference between long and short speech sounds.

To encourage your child to begin imitating them appropriately.

This activity helps your child practice a skill which will be useful at a much later date. Once your child has developed a better understanding of the language involved and is using many words consistently, the concept of long and short speech sounds may help him understand how to perfect his speech. For materials and game ideas you may wish to refer to the LISTENING game in Lesson Seven.

What You Need:

A toy car.

A strip of paper with two "roads" drawn on it; one long and one short. You may also want to use two strips of paper of different lengths. One should be at least twice as long as the other. One could perhaps be six inches and the other, twelve inches.

When to Play:

Any time.

This game is played in the same manner as the LISTENING game described in Lesson Seven. Your child may not yet be ready for help in producing these sounds until he has practiced learning to listen for the difference in the sounds.



What to Do:

1. Play this game the same way as the LISTENING game in Lesson Seven. Show your child the car and demonstrate moving the car to a long "AHHHHHHHHH," then a short "AHHH" sound.
2. Give your child the car and indicate you want him to, "LISTEN!" Then let him make the responses to the long or short sounds you make. If your child seems to have difficulty occasionally, encourage him by guiding his hands as an additional clue. Encourage him to either move the car a little longer, or stop for the short sounds.
3. Take the car from your child and indicate that it is **his** turn to vocalize. Don't move the car until he vocalizes. If he doesn't immediately vocalize, point to your ear and say, "I DON'T HEAR YOU." When he

does vocalize, move the car along the long road until he stops. Don't expect him to produce the sound accurately. Any vocalization should be acceptable at first.

4. When your child is ready, have him indicate whether he wants you to move the car along the short road or the long road.

5. After each run, tell him, "THAT WAS LONG," or "THAT WAS SHORT."

Variations:

1. Change the toys you use to keep the game interesting for your child. For example, you could move a toy animal or a doll down each road to pick up a raisin or a similar treat at the end.
2. You could also use two chutes made of construction paper or paper towel tubing – one long and one cut short. A car or other small vehicle can be rolled down the chutes. Encourage your child to vocalize until the vehicle is at the bottom.
3. Your child can enjoy making you "move" with his long and short vocalizations. Cut long and short strips of paper or yarn and put them in a bag. Have your child draw them out one by one, and after talking about the fact that one is "SHORT" or "LONG," encourage him to make the appropriate vocalization. As he does so, you can walk around the room, around a

chair or around a table as the child vocalizes. If he stops, even to take a breath, stop your motion. When he makes a long continuous vocalization, or a short one, continue to move.

If Your Child is Ready: Advanced Language and Skills

1. When your child is consistently able to produce the "AH" vowel sound, you may want to vary your choice of sounds. You might choose "EE" and then "OO." First, model the sound and have him listen and respond with the movements, then have him produce the sound while you respond.
2. You might also want to try incorporating simple consonants into the game. You will only want to encourage your child to use consonant and vowel combinations he has already produced. Introduce these sounds when **you** are giving the clues. Then after your child has begun to use these sounds, encourage him to give you the clues. For example, you may use syllables such as: "BAH," "BEE," or "BOO;" "MAH," "MEE," "MOO;" "FAH," "FEE," "FOO;" "WAH," "WEE," "WOO;" "HAH," "HEE," or "HOO."
3. When your child understands the language, give him different directions; "MAKE A LONG SOUND" or "MAKE A SHORT SOUND," as you move a car along the road, or move yourself around the room.

Highlights

Listening to your child is as important as talking to him. Listen! Show him that you understand. Respond with action and with words. Once you have taken a language sample, tailor your responses to your child's language level. As his language abilities grow, keep pace with him. Help him learn new words. Help him learn to say things in different ways. When he tries to communicate, it will not always be perfect. Be sure to let him know

that you know he is trying and that you value his effort.

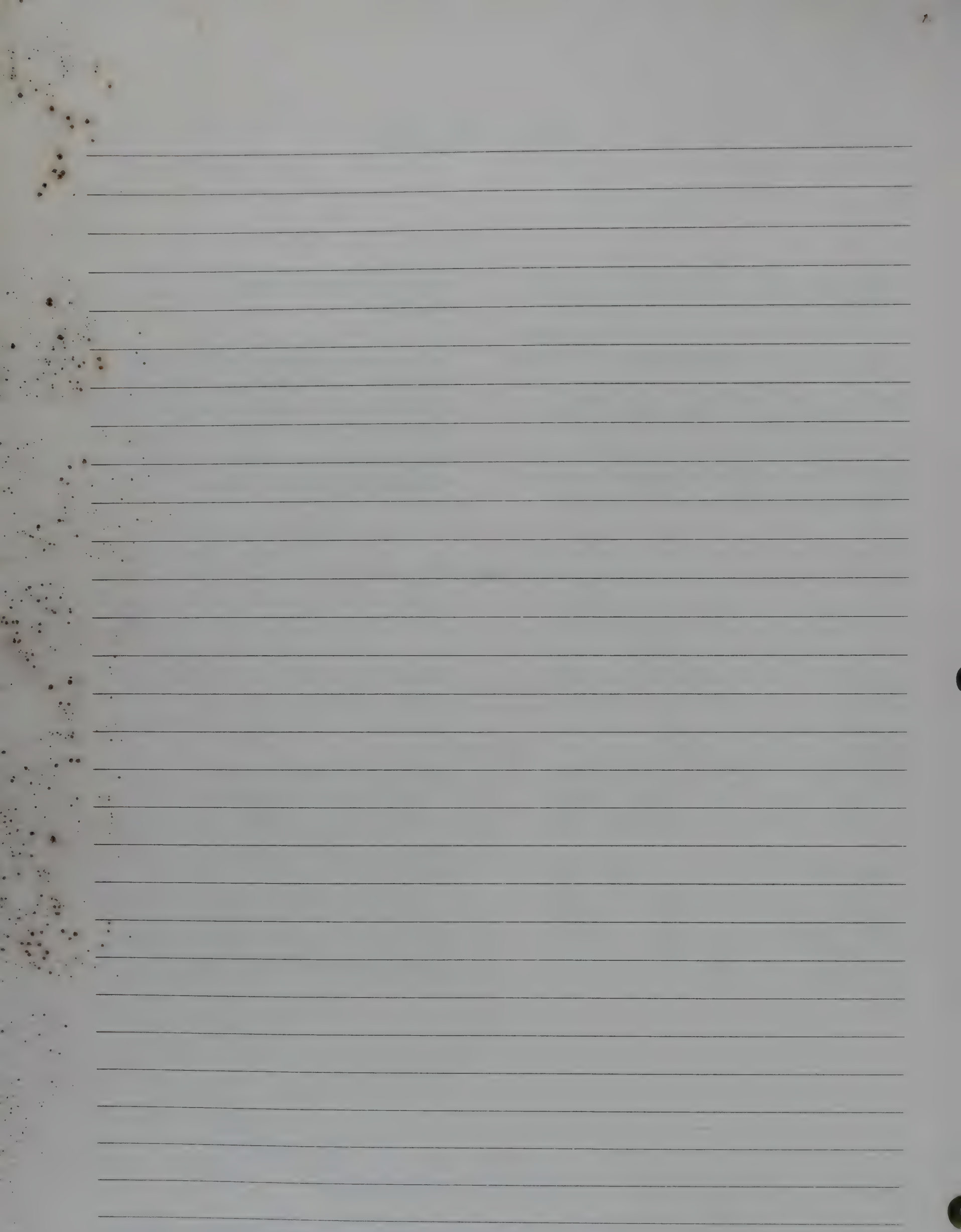
Human beings all have human feelings. For your child, part of growing up is learning how to deal with those feelings. Your good example and concern for his feelings will help your child recognize and deal with them, and express them appropriately.

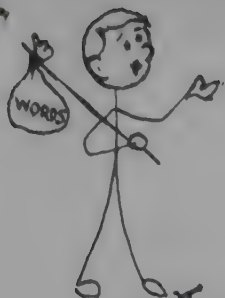
SPACE FOR PARENTS' NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

PLEASE SEND YOUR EIGHTH REPORT WHEN YOU'RE READY.

(There is more space for your notes on the back of this page – or you may prefer a notebook.)

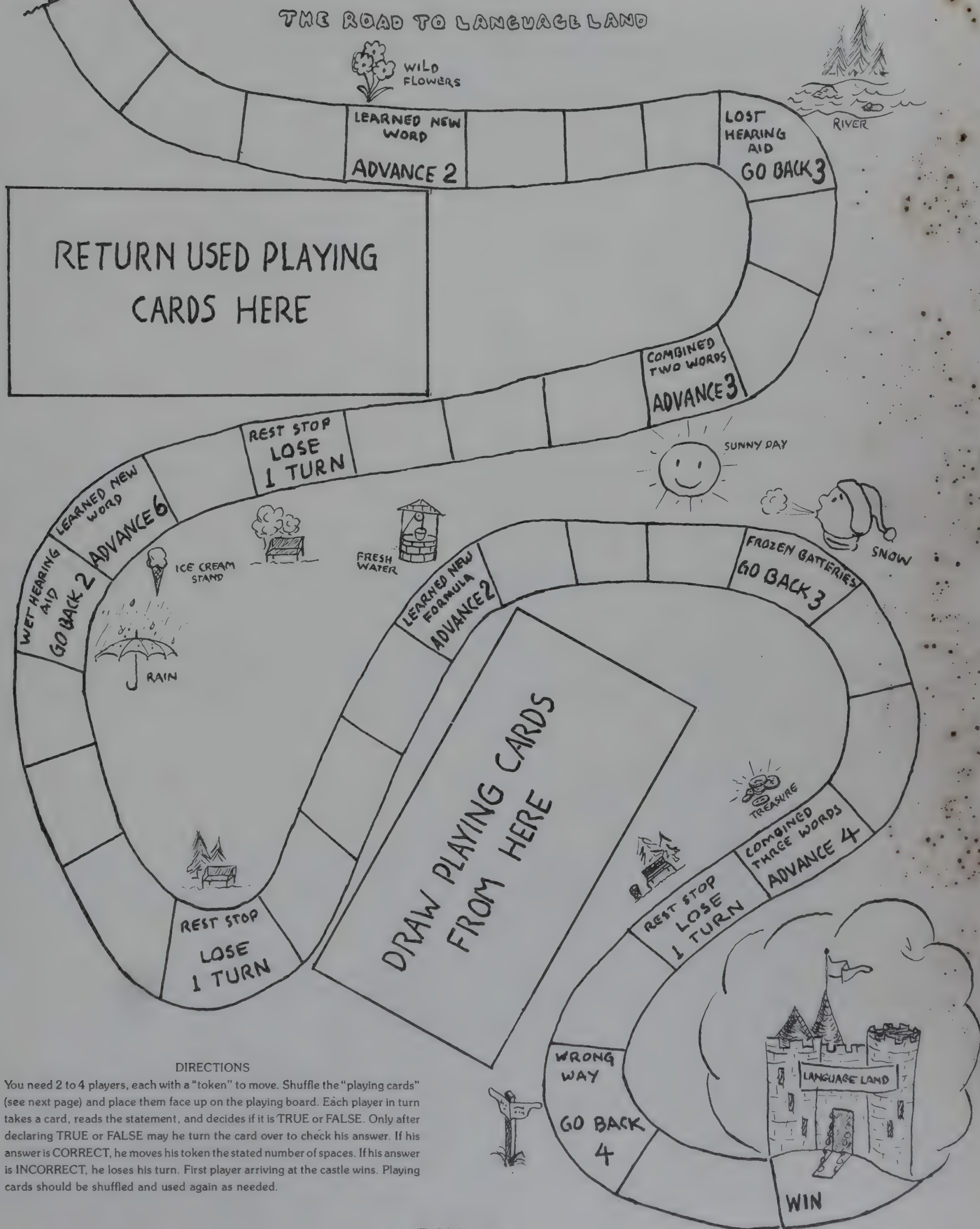




Check your understanding: LESSON VIII

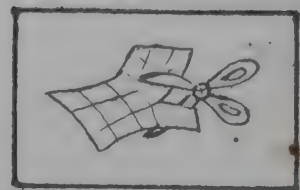
LANGUAGE SAMPLING

THE ROAD TO LANGUAGE LAND



DIRECTIONS

You need 2 to 4 players, each with a "token" to move. Shuffle the "playing cards" (see next page) and place them face up on the playing board. Each player in turn takes a card, reads the statement, and decides if it is TRUE or FALSE. Only after declaring TRUE or FALSE may he turn the card over to check his answer. If his answer is CORRECT, he moves his token the stated number of spaces. If his answer is INCORRECT, he loses his turn. First player arriving at the castle wins. Playing cards should be shuffled and used again as needed.



This course is like a roadmap, and to use a roadmap you only need to know where you are going.

A language sample can tell you what vocabulary (words) your child knows.

To collect a language sample, write down what your child says spontaneously (without prompting).

A good time to take a language sample is when your child is having a temper tantrum.

Five minutes is usually long enough to collect a good language sample.

A good way to keep track of a language sample is to use a tape recorder.

It's not important to write down exactly what the child SAID, but just what he INTENDED.

Our minds often fill in what's missing in a child's language.

A child may use one word to represent a whole sentence.

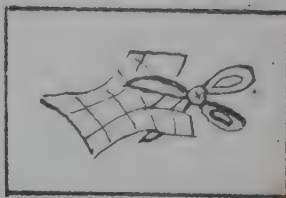
A child may use one sound to represent several objects or actions.

A child with more advanced language can be at several levels at the same time.

If your child is using single words, you should not encourage him to combine two.

<p>FALSE</p> <p>(B.VII.6)</p> <p>ADVANCE 5</p>
<p>TRUE</p> <p>(B.VIII.6)</p> <p>ADVANCE 4</p>
<p>TRUE</p> <p>(B-VIII.9)</p> <p>ADVANCE 4</p>
<p>TRUE</p> <p>(B-VIII.8)</p> <p>ADVANCE 4</p>
<p>TRUE</p> <p>(B-VIII.10)</p> <p>ADVANCE 1</p>
<p>FALSE</p> <p>(B-VIII.10)</p> <p>ADVANCE 4</p>

<p>FALSE</p> <p>(B.VII.5)</p> <p>ADVANCE 2</p>
<p>TRUE</p> <p>(B.VIII.5)</p> <p>ADVANCE 5</p>
<p>TRUE</p> <p>(B-VIII.5)</p> <p>ADVANCE 3</p>
<p>FALSE</p> <p>(B-VIII.5)</p> <p>ADVANCE 3</p>
<p>FALSE</p> <p>(B-VIII.6)</p> <p>ADVANCE 3</p>
<p>TRUE</p> <p>(B-VIII.6)</p> <p>ADVANCE 4</p>



Parents always need to look for opportunities to expand a child's language.

You should not respond to your child's communication attempts if he is careless or inaccurate.

If you respond to your child when he says, "UH" or "MI," he will never learn to say "MILK."

Six key words to remember from this lesson about your child's language are: Expect, Discourage, Listen, Respond, Reward, Reinforce.

If your child gestures when he wants milk, then one day says, "UH," it's a great step forward.

If a child can say "MI" for milk, but often says just "UH," you should praise him for doing his best.

How your child is communicating does not influence how you continue to talk to him.

Good times to take language samples might be mealtime, bathtime, playtime, or while dressing your child.

Pictures sometimes stimulate a child's use of spontaneous language.

FALSE (B-VIII.5) ADVANCE 5
TRUE (B-VIII.5) ADVANCE 3
TRUE (B-VIII.5) ADVANCE 4

TRUE (B-VIII.12) ADVANCE 5
FALSE (B-VIII.13) ADVANCE 3
FALSE (B-VIII.13) ADVANCE 2
FALSE (B-VIII.13) ADVANCE 5
TRUE (B-VIII.13) ADVANCE 1
FALSE (B-VIII.13) ADVANCE 2

Other Sources of Information and Help

YOU AND YOUR CHILD

Caring: Supporting Children's Growth, 1977.

(A guide for parents to help their children develop emotionally and socially.)

Children and Dying, An Exploration and Selective Biographies, by Sarah Sheets Cook, 1974.

(Contains chapters on children's feelings about death and an extensive bibliography.)

On Death and Dying, by Elizabeth Kubler Ross, 1969.

(Describes the stages of grief; is applicable to individuals confronting death, a major loss, or the realization that a loved one is handicapped.)

Order from:

National Association for the
Education of Young Children (NAEYC)
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009

Health Sciences Corporation
515 Madison Avenue
New York, New York 10022

Macmillan Publishing Company
Macmillan, Inc.
Front and Brown Streets
Riverside, New Jersey 08370

(There are many good books for children dealing with feelings, divorce, stepparenting, death, the new baby and adoption that you may find helpful. See your local bookstore or library.)

EDUCATION OF DEAF CHILDREN

Schedules of Development in Audition, Speech, Language and Communication, by Agnes H. Ling, 1977.

(A guide for assessing and recording language development.)

Basic Vocabulary Language Thesaurus for Hearing-Impaired Children, by Daniel and Agnes Ling, 1977.

(An analysis and classification of the words most frequently used by children with normal hearing, 0 to 7 years of age.)

Alexander Graham Bell Association
for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007

Alexander Graham Bell Association
for the Deaf

These books are not necessary to read.
Many may be available in your local library
or through the inter-library lending service.
Check with publishers for price and ordering
information.

JOHN TRACY CLINIC CORRESPONDENCE COURSE FOR PARENTS OF YOUNG DEAF CHILDREN

PART B-PRESCHOOLERS

Lesson B-IX

Dear Parents,

In Lesson Eight, we talked about feelings – how to recognize your child's feelings, and how to respond to them. We also discussed how to help your child recognize his own feelings and learn to express them.

We also stressed the importance of your listening to your child, and how you can tailor your language to his needs. You have come a long way in learning how to talk to your child. Your skills are growing, and so are his.

Speech, like listening, is a **learned** skill. Children with normal hearing listen for a year or better before they say their first words. Hearing-impaired children also need to listen and to understand the speech of others before they themselves will say their first word. Listening and then comprehending the speech of others is an important step for your child. Babbling and vocalizing in a playful manner provides the foundation for later meaningful messages in speech. You, as parents, can encourage your child's development of speech skills to his greatest ability.

Children learn through their own activity – through experiences. Children need to explore; they need to touch, to manipulate, even to taste objects in their environment. They need to experiment with the use of their own bodies, running, jumping, and climbing. This is how they learn! However, children are blessed with insatiable curiosity but little wisdom. They do not know what is safe and what is not, and seldom consider the consequences of their actions. Therefore, it remains for you to provide a safe environment – in the house and out of doors. In this lesson, we discuss some of the things to be aware of in order to provide a safe yet challenging environment for your child. **Prevention** is the key word in safety. As your child grows, you can also teach him safety rules.

John Tracy Clinic

JOHN TRACY CLINIC

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Los Angeles, California 90007

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Communication

YOUR CHILD'S SPEECH

One of the most exciting and significant landmarks in any child's development is the day he says his first word. A major question that parents of hearing-impaired children often ask is, "Will my child be able to talk?" To answer this question, we need to do two things: we need to think about what happens in a hearing baby's life to help him get ready to talk. And, then we need to do all we can to ensure that those same things are present, as much as possible, in our deaf baby's development.

These are the developmental steps: first, a baby absorbs words – through listening and looking. And in our lessons, we have talked about all the special ways you as parents can help your hearing-impaired child begin to absorb language. During the time a baby is taking in ideas on how words sound and look, he is beginning, at the same time, to experiment with making sounds himself. He is exercising his speech muscles. He is yawning, coughing, breathing, chewing, swallowing, and he is cooing, gurgling, laughing, crying, and babbling.

Playing with Sounds

A hearing baby continues to refine his sounds, because he loves the sounds he makes. This is why we have expressed how important your role is in encouraging your deaf child to continue babbling. Also, this is one of the main reasons why it is so important for your child to wear his hearing aids as much as possible. If your child can hear himself, even a little bit, and is encouraged by your attention and response to his voice, he will be motivated to continue exercising his speech muscles by babbling.

Your Child's Need to Talk

So now your child is absorbing words by listening and looking. He is practicing speech sounds by babbling. He is getting ready to talk.

What is the next ingredient? Consider all the care you give to your child. From morning until night, he is loved, dressed, fed, played with, and TALKED to. His needs are simple



and you can anticipate them. As he grows, however, his requirements and desires become more sophisticated. You offer milk, and he wants juice. You put him down, and he wants up. What has happened? He has a NEED to talk, to speak. He may say, "NO," or "JUICE," or "UP." The speech may not be clear, but his message will be unmistakable. Your child has reached another step in his speech development!

The Quality of Your Child's Speech

The quality of your child's speech, and the time it takes to develop, will depend on many factors. Among these are:

1. How much residual hearing he has.
2. How early his hearing impairment is diagnosed.
3. How soon he receives appropriate amplification.
4. How soon it is recognized that he needs special help to acquire communication skills.
5. How soon a beginning is made to meet this need.
6. How appropriate the help he receives is in meeting his individual needs.
7. How much satisfaction he gets from using his voice to communicate.



The child with normal hearing uses this hearing as his primary means of understanding and eventually imitating the speech of others. Your hearing-impaired child can learn to use his residual hearing to his best advantage to do this, as well. Of course, a hearing-impaired child must rely more on the speaker's facial expressions, his tone of voice and his lip movements than a hearing listener, to understand speech and to produce it himself. The amount of hearing he has, and how well he is able to use it, will determine how much he has to rely on other clues. The amount of residual hearing he has will also affect the amount of time it will take for him to learn to understand the speech of others and to imitate it.

You Have Begun

You have already done much to help your child begin to understand the speech of others. You have helped your child learn to wear his hearing aids. You have encouraged him to listen. You have expended every effort to keep the aids in good working order, and to have the aids and your child's ears checked regularly. And, as soon as you discovered his hearing impairment, you realized that you and he would need special help to develop his communication skills. You have already given him the quality of help that only a parent can give.

The appropriateness of the help you provide for your child, and the satisfaction your child receives from using his voice, are built one on

the other. You play an important role in helping your child gain this satisfaction from using his voice.

Continuing the Job

How can you encourage your child to use his voice? It is an ongoing process. First, you can make vocalizing a pleasurable experience for your child. Accept your child's vocalizations! When he is just beginning to use his voice, it is not the time to correct your child. Be his model. Be his champion. And, enjoy this exciting process with your child, as he learns to use his voice.

Your response to your child's first attempts at speech will be critical. Now is the time to encourage him to keep talking – no matter how it sounds. Later you can help him improve how he says it. Your first and most important role is providing **your** good speech as his model.

As your child grows and develops more language skills, you can take advantage of the services of teachers or other professionals who are trained to work on the speech skills of hearing-impaired children.



CHARACTERISTICS OF SPECIFIC SOUNDS

Each Sound Differs

Speech is made up of a wide variety of sounds which we combine in an endless

variety of ways to use with meaning. The more individual sounds that can be perceived, recognized and interpreted in these combinations, the easier it is to first understand, and then produce, meaningful speech.

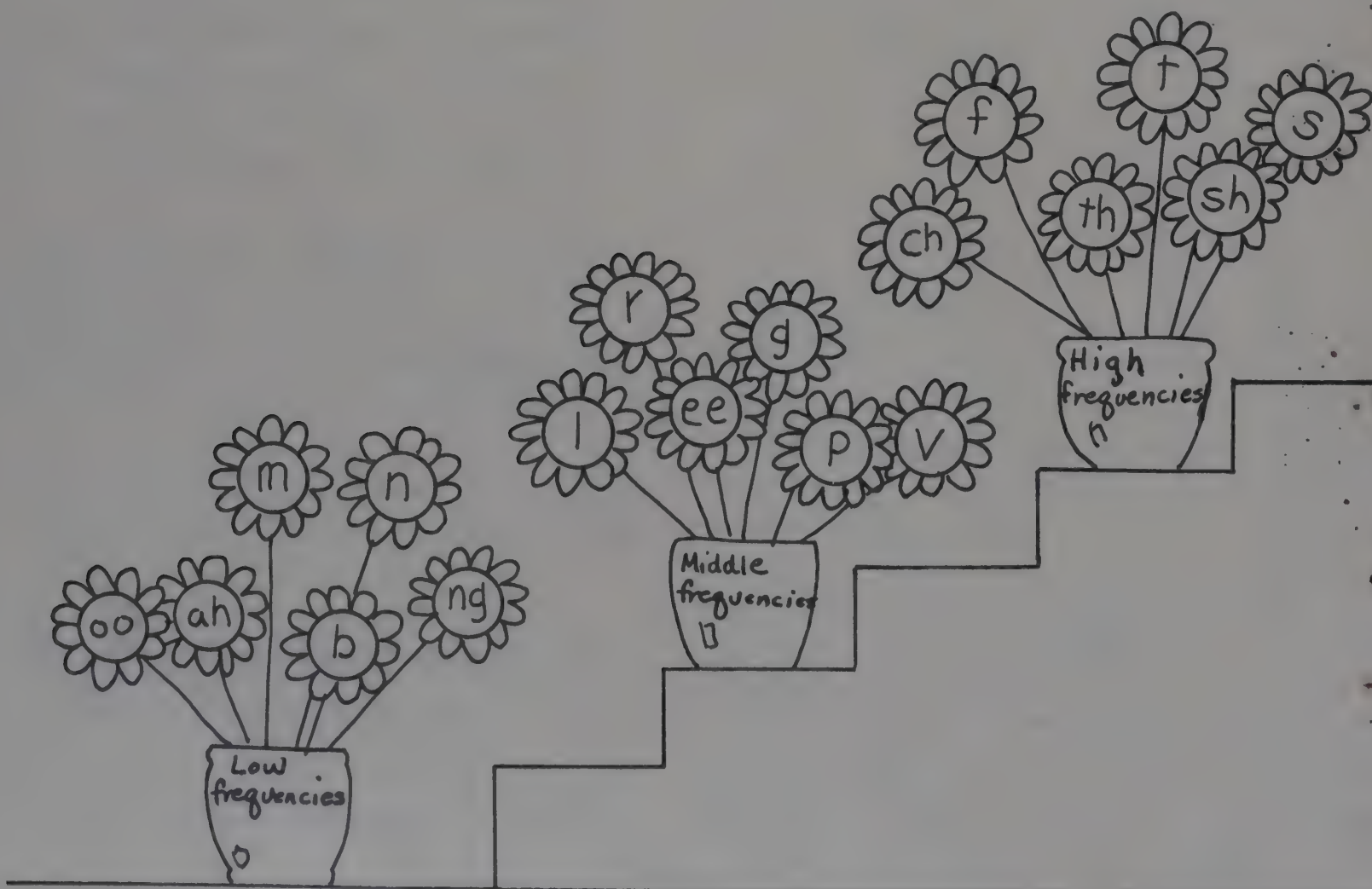
✓ Each sound has its own set of specific characteristics. Sounds differ from each other in frequency (pitch), intensity and duration. In general, vowel sounds are the strongest in all three areas – they are lower in frequency, louder, and longer. Therefore, they are the easiest for a hearing-impaired child to both hear and produce.

✓ On the other hand, consonant sounds are generally higher in frequency, are softer in intensity, and shorter in duration. Therefore, the less residual hearing a child has, the harder it is to hear and distinguish between the consonants.

If you have been able to obtain a reliable, consistent AIDED audiogram for your child, you will have some idea of the sounds your child potentially can hear. Refer to our paper entitled "Hearing Aids, Hearing Tests and Your Child" pp. 12 to 21 for a review of understanding audiograms. Information your child gets from his other senses will help him fill in what he doesn't get from audition.

Be Relaxed

As we have said before, language is **what** we say and speech is **how** we say it. As we talk, specific muscle movements shape our breath stream into many complex patterns. This is done naturally and with little effort. When we



talk, we don't think **how** we want to move our muscles. Instead, we concentrate on **what** we want to say. Our speech is automatic, relaxed, efficient and requires little conscious effort. Therefore, you want your hearing-impaired child to develop this same relaxed quality in his speech. This means the ability to use his voice with as little conscious effort as possible.

If you show undue anxiety for your child to produce clear speech, this anxiety will be felt by your child. It will have the opposite effect you desire. Rather than producing clear speech, in a natural, pleasant voice, your child may become upset and tense in his desire to please you. This physical tension will be reflected in his voice quality. He may also begin to look on speech as an unpleasant task.

Your child has the potential to produce a pleasant, natural voice. The best you can do to encourage this is to allow it to develop freely – let it happen. Encourage it through your high expectations. Be calm. Take advantage of all the situations in which your child vocalizes or says meaningful words. Give him praise and show your delight when he uses his voice, whether he is babbling simple syllables or speaking in full sentences. Once he has developed a firm foundation for language and is expressing himself freely, you and his teachers or therapist can concentrate more on perfecting the specific speech skills.

Natural Early Changes in Voice

Your child's cooing and babbling were his earliest stages of vocalizing. **Without much thought about what he was doing**, your child included many of the speech sounds in his babbling. These same early speech sounds will later be used in meaningful speech.

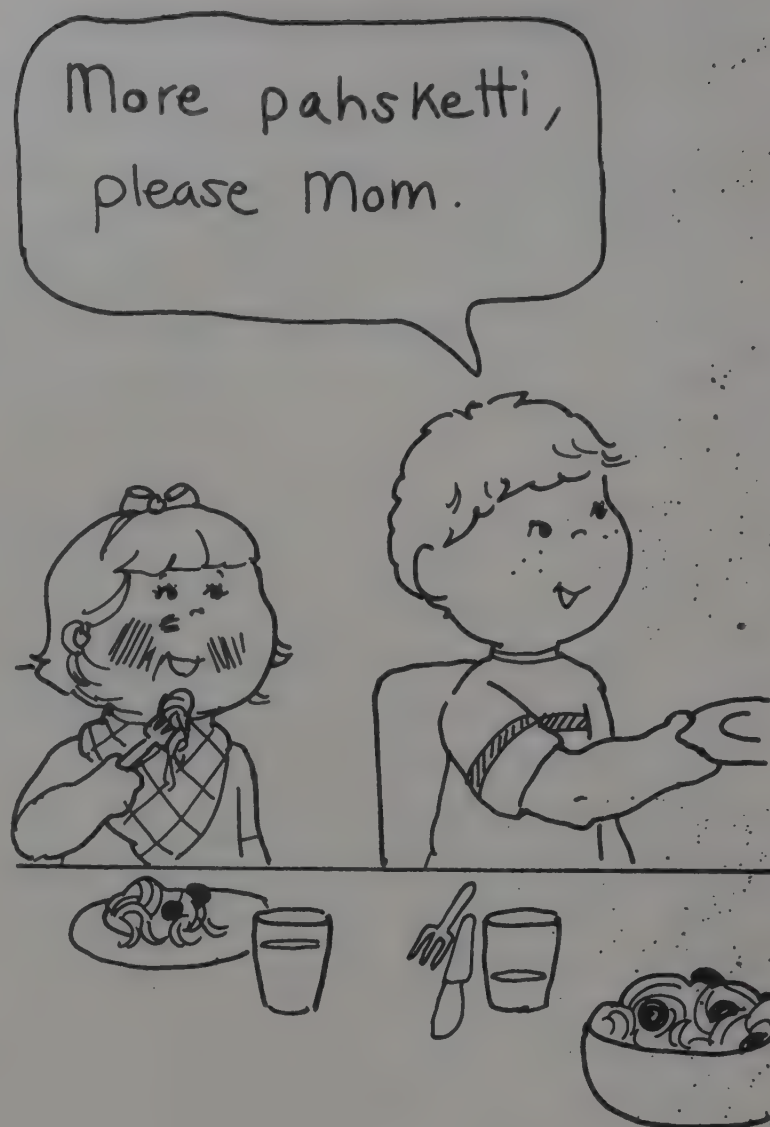


A natural, pleasant voice expresses variation of pitch, duration and intensity. You and your child are on the way. As he cooed and babbled, he made spontaneous changes in his voice. He changed pitch. Unconsciously he made high and low sounds with many pitch variations between. He changed intensity, from a soft murmur to an ear-splitting shriek. He changed duration. He used long strings of "UMUMUMUM's" to a very short "BAH." If you have had the opportunity to play some of the special speech games in the earlier lessons, you have been encouraging him to **purposefully** make these changes.

What Sounds Come First

As you know, speech is also made up of specific sounds we know as vowels and consonants. As with all children, vowel sounds are among the first produced by hearing-impaired children. A child makes long and short "AAAA's" and "EEEE's" in a smooth flow of sound. A child then adds consonants to the vowels. He learns to interrupt the flow of vowel sounds with consonants. This requires very refined muscle movements, done without much thought by the child. The first sounds your child makes will not be used with meaning. As he begins to make different sounds, first alone and then in combinations, he is building the foundation for his speech.

✓ As we said above, vowels are usually developed first - then come the consonants. There is a general order in which specific consonant sounds are mastered by children with normal hearing. Consonants that might be developed by age three are /p/, /m/, /h/, /n/, /w/, /b/. The /k/, /g/, /d/, /f/, and /v/ may appear by age four, /t/, /ng/, /r/ and /l/ by age six. The /s/, /j/, /sh/, /ch/ and blends (combinations of consonants) may not develop until eight years of age.



This is a very generalized progression of the developmental levels. As with hearing children, the order varies greatly in hearing-impaired children. Most importantly, the milestones may quite probably be later with your hearing-impaired child.

VOCAL PLAY

During Daily Routine

Your hearing-impaired child needs your continued encouragement and reinforcement to practice using his voice. As you review these activities, change them to reflect your child's current interests and capabilities. For example, if you used toy cars when you played the speech game in Lesson Eight, and now your child seems more interested in airplanes,



simply substitute airplanes for the cars. This way, the same games you played previously become new and interesting, but still give your child opportunities to succeed.

As we have mentioned before, you can also play speech games casually throughout the day as you imitate your child's vocal play. For example, if he babbles when you hand him something to eat, your pleasure and interest in imitating his babbling will encourage him to continue making these sounds.

To avoid any strained quality in your child's speech, remember to keep all of these vocal play activities relaxed and fun. Your role is to encourage your child's voluntary production of sound without causing him to force the sounds. Your child should feel comfortable in using his voice casually, just as we all do in normal conversations.

As Part of Songs and Rhymes

Playing vocal games with simple songs and nursery rhymes can help make vocal play more relaxed. Many of the children's songs have interesting motions to go along with the music. This helps emphasize the rhythm. Some of these familiar songs were mentioned in the **Communication** section of Lesson Three. Long before your child repeats any of the "words" of these songs, he will repeat the intonation and rhythmic patterns of the songs with his voice and by clapping. Take delight when he vocalizes along with you.

Any activity which uses large motor movements also gives you opportunities to encourage your child to learn about rhythm and use his voice. Marching, dancing, scrubbing and even dusting are particularly good motor activities for vocal play.



ADDING MEANING TO SPEECH SOUNDS

Up until now, we have been talking about ways to help your child continue exercising his voice. If he has not already done so, your child may soon begin to realize that your speech is meaningful, and want to express himself the same way. You may notice that his first approximations of words will be ones he has heard you say many times. They will be imitations of the way **you** say these words. Examples could be words used with extra emphasis such as: "NO," or "UH-OH."

Of course, these first attempts at speech will be far from perfect. However, he may begin to repeat particular syllable combinations in specific situations, such as when he wants a drink or a cracker. He may use only the vowels in the words he is saying, such as,

"OO-IE," for "cookie." It is important for you to recognize that these are his first attempts at expressing himself in **MEANINGFUL SPEECH**. Your child has taken the very important step of using words to express himself.

At this point, it is important for you to make every effort to understand what he is saying. As we mentioned in Lesson Eight, you can use situational clues to determine your child's intent. When you respond appropriately, you do several things. You give him positive reinforcement that his voice gives him "power" – he can cause things to happen when he speaks. At the same time, you can provide the proper speech and language model, as you tell your child, "I UNDERSTAND, YOU WANT A DRINK." Gradually, your child may begin to make a particular sound in certain situations. He might begin to say, "M-M-M" when he wants "more." He might say, "UH" when he wants to be picked "up." When these sounds are repeated consistently, you know your child is beginning to make approximations of words. He is now using his speech in a meaningful way to communicate!

Praise and reinforce these approximations—even if they are difficult to understand. Remember, the first words of **all** children are difficult to understand. Now, you just want to encourage your child to continue using his expanding speech skills. Later he will imitate the speech of others.

Developing Good Speech is a Gradual Process

Parents are sometimes concerned that if they accept the initial efforts a child makes at a word they will have to spend time later on

reteaching the same word. In these early stages, it is **most** important to help your child establish communication patterns. He needs to realize that he can also use his voice in a meaningful way to communicate. Just as all children do, as he continues to practice using his speech, he will gradually gain better muscle control. It will become easier and more natural to produce speech sounds. You may begin to notice, that eventually, as your child adds new words to his expressive vocabulary, these **new** words are articulated better from the beginning. In time, you may have to be less concerned with correcting certain sounds.

SPECIAL WAYS TO HELP YOUR CHILD

There are many ways you can help your hearing-impaired child fill in the gaps which are missing due to his hearing loss. As we speak, we do not use speech sounds in isolation but in combinations and blends of sounds which make up words. The techniques below describe ways you can help your child produce the sounds within new words he is beginning to use.

Using All of Your Child's Senses

Here at John Tracy Clinic, we use a multi-sensory approach in helping deaf children with their speech. Depending on your child's hearing loss and the recommendations of the professionals working with your child, you may find one or more of the following techniques helpful. These techniques should be used casually and only from time to time. Your informal approach in helping your child with his speech provides the special encouragement that only **you** can provide.

Using auditory clues

All children have some residual hearing, even if it is only a sensation of sound and vibration. Using your child's hearing is the most natural way to help your child with his speech. As you know, it is most important that he have appropriate hearing aids in good working order to help him with his listening skills.

If your child has had difficulty pronouncing a particular word or phrase, you might lean toward the microphone of his hearing aid and repeat the word or phrase, depending on the situation and your child. Leaning toward his hearing aid will give him the maximum benefit from his amplification. You should provide this extra pattern only once on each occasion. This will provide him with the



correct model. He doesn't necessarily have to repeat the sound. You are simply providing him with another listening opportunity.

Using visual clues

You can also use visual clues to help your child with his speech. In situations in which something your child says is not quite clear, you may want to give him the opportunity to see your face as you repeat your model of the word or phrase for him. For example, if you are standing behind your child when you think he could benefit from some help with his speech, you can walk around in front of him when you repeat the word or phrase.

A mirror can also be used to help your child compare patterns of lip movements. As you say a word or a phrase and he repeats it, he has the opportunity of comparing his lip movements with yours. In addition, young children often enjoy playing with mirrors, and this gives you the opportunity to practice speech sounds in a relaxed, fun situation.

The use of touch

In Lesson Two, we briefly discussed the use of the tactile sense – the use of touch. This technique can help give your child valuable information about sounds, which might be difficult to hear, which look alike, or which are invisible on the lips. This technique should be used casually and only occasionally. It helps if you can make using it a pleasant experience for your child so he will voluntarily want to use it. Instead of taking his hand, you can offer him yours. Tell him, "LET ME HELP YOU." He might be much more receptive if he thinks it is **his** choice. If he refuses, that's OK. While using this and all techniques for improving your child's speech, it is most important for your child to voluntarily accept your help.





Another way to make the use of touch more pleasant is by making it into a game. If you have other children, or your child has a playmate, use the technique with them. Although they can hear the sounds, they might enjoy feeling the differences in the sounds, too. This way, they will be providing a model for the hearing-impaired child. It may seem like more fun if everyone plays the "game." Your child may then become eager for his "turn."

LATER CORRECTIONS

After your child is expressing himself consistently with speech, you can begin helping him with his articulation. As mentioned earlier, it is important that you only offer assistance occasionally. Too much correction might even discourage your child from attempting to

speak. No one would like to have **everything** they said corrected! Your help should be as positive as possible.

It is important to let your child know that you do understand what he has said, but that you just don't understand his speech completely. You can simply be honest and tell him, "I UNDERSTAND, JACK, YOU WANT AN APPLE. LET ME HELP YOU WITH YOUR SPEECH, 'APPLE, I WANT AN APPLE'." Give your child the opportunity to repeat your model of the word or phrase just once. If your child is able to say the word again much better, you will want to respond with lots of praise. However, even if he cannot make the word any clearer, he should still be praised ✓ for **trying**.

By encouraging your child to repeat the word or phrase only once, you can be sure that you are not reinforcing the error. The last pattern



of the word he hears will stay with him. Remember, it will take many attempts at practicing these first words on many different occasions before your child will master them. Let him know, "GOOD BOY, THAT'S A TRY – YOU SAID, 'APPLE' ." When you give your child the opportunity to attempt the word just one time, respond with the appropriate action immediately. Then he will know that even though his approximation of the word was not perfect, it **still** brought him results. Perfecting speech is a gradual process.

Your Expectations are Important

Once your child has worked hard to make his production of certain words clearer, you will want to expect him to continue to use his best speech. If he says a word, and you know he can say it more clearly, you may need to remind him, "OOPS, DID YOU FORGET YOUR GOOD SPEECH?" Or, "WHAT'S YOUR GOOD SPEECH ON 'MILK'?"

Your constant praise when your child does correct himself will be his reward for attempting to use better speech. He will also be naturally

rewarded when he gets a desired response faster because he is more easily understood. In addition, throughout the day you can encourage good speech by praising your child when he uses good speech on his own. "OH JULIE, WHAT GOOD SPEECH! HERE'S YOUR CRACKER." "PRETTY SPEECH, MEGAN! TAKE THE BANANA." This way, your child knows you are understanding him better. He also knows that you are pleased with his efforts.

When Not to Correct Your Child's Speech

Your timing in helping your child is important. Correcting your child's speech is most effective in situations where he will be receptive to your attempts to help him. Just as anyone else, your child might be easily embarrassed or resistant to your corrections in front of others. If you attempt to correct your child in a social situation, the quality of your child's voice will reflect his tension. He may also be very resentful of this "help."



FACTORS WHICH AFFECT YOUR CHILD'S SPEECH

The quality of your child's speech from time to time depends on many factors. Perhaps, if he is excited about an event and trying to tell you about it, you may have more difficulty understanding him. If he is emotionally upset or nervous in a situation, these feelings will be reflected in his voice quality. The particular situation will determine your reaction. Sometimes it may be necessary to calm him down and have him repeat what he has said, especially if there is some danger involved. However, other times you may simply want to share his excitement and joy over something that has pleased him.

Another factor which may affect your child's ability to listen to and produce speech sounds are middle ear infections and changes in the



weather. Also, children with various allergies may also have certain days when excessive fluid in the middle ear can cause a temporary conductive loss. During these times, your child may need to use the additional clues mentioned earlier to help him understand you, and monitor his own speech.

It is important to keep in mind that a hearing aid in good working order is essential in providing your child with necessary information. You might want to review again the information in the special paper "Introducing and Maintaining Your Child's Hearing Aid."

Monitoring His Own Voice

It is important for your child to eventually be able to monitor his own speech without relying on corrections. The more practice he

has using his speech, the more memory he will acquire of how to produce each sound. He can do this by using auditory information and kinesthetic information; that is, the feeling of moving his own muscles. Gradually, his speech will become more automatic and natural, and won't require concentration and thought from him. The amount of residual hearing your child has, and how well he is able to use it, will determine how heavily he will rely on his kinesthetic sense to produce specific combinations of speech sounds voluntarily.

YOU AND YOUR CHILD'S SPEECH

Initially, your child's speech may be understood only by family members and teachers. Parents are often discouraged because it is

difficult to hear the subtle changes and improvements which are occurring in their child's speech. This is because they listen to it all of the time. Eventually, you may realize that others, who are not in such close contact with your child, begin to notice the improvement in the clarity of your child's speech. This is what happens with all young children as they gradually improve their speech.

Again, **you** are very important in helping your young child develop his speech. Your love and support are as significant as any help a trained professional can give him. As you expose your child to your good model, you help him understand that your speech is meaningful, and that speech is used for communication. As you first encourage him to play with his voice, and then begin to use it meaningfully, your expectations will continue to help him progress from the earliest foundation you have built.

Priscilla's speech is much clearer since the last time I was here.



WHAT OPPORTUNITIES HAVE YOU HAD TO PLAY BABBLING AND

What sounds did your child make?

What did you say to reinforce your child's vocalizations?

Did you add new combinations of sounds when you repeated your child's vocalizations? What did you change (the pitch, loudness, duration or rhythm)?

B-IX 19

You and Your Child

SAFETY

Little children possess an unbounded curiosity! To explore their world, they prod, taste, and touch whatever catches their fancy. Their curiosity leads them to investigate new sights, smells, and sounds, and thus they learn about their world. Young children, however, lack judgment; they do not think before they act. So their curiosity and impulsiveness can lead to trouble.

You as parents have the responsibility of insuring that your child has a safe environment at home, and as much as possible, in the larger world beyond home. Of course, this does not mean that you must hover over your child every moment of the day, ready to rescue him from danger. Minor scrapes and bruises are part of childhood. If your child never has an accident, never falls or hurts himself, you may indeed be too protective.

As we said in Lesson Seven, a child needs to develop independence within the boundaries you set. You want to give your child a safe environment and allow him the freedom to explore and learn for himself. With your help, he can learn about the dangers that are part of life. And as he develops his feelings of independence, he can begin to insure his own safety. In order to be independent, a child needs to learn to become self-disciplined while learning what he can do safely. At first, parents must provide safe environments, and then, rules for safety.

The Key Word is PREVENTION

Especially for parents of young children, *prevention* is the key word when thinking

Is my home safe
for my child?



about safety. There are two chief means of prevention. First, you want to make your child's environment as safe as you can. This will allow him the freedom to use his healthy curiosity to investigate and learn. Second, you want to educate your child for safety at home and in the larger world beyond home.

CHILD-PROOFING THE HOUSE

As we briefly discussed in Lessons Three and Four, child-proofing your home is very important. To insure a safe environment, take a careful tour of your house. Be alert to potential dangers. Try to look at things from your child's point of view. What things that might interest him could possibly be dangerous? Here are some specifics to check.

Floors

Make certain that floor surfaces are nonskid and that all floor coverings are securely fastened down. If possible, remove small throw rugs, as they can be dangerous, especially on a waxed floor.

Electricity

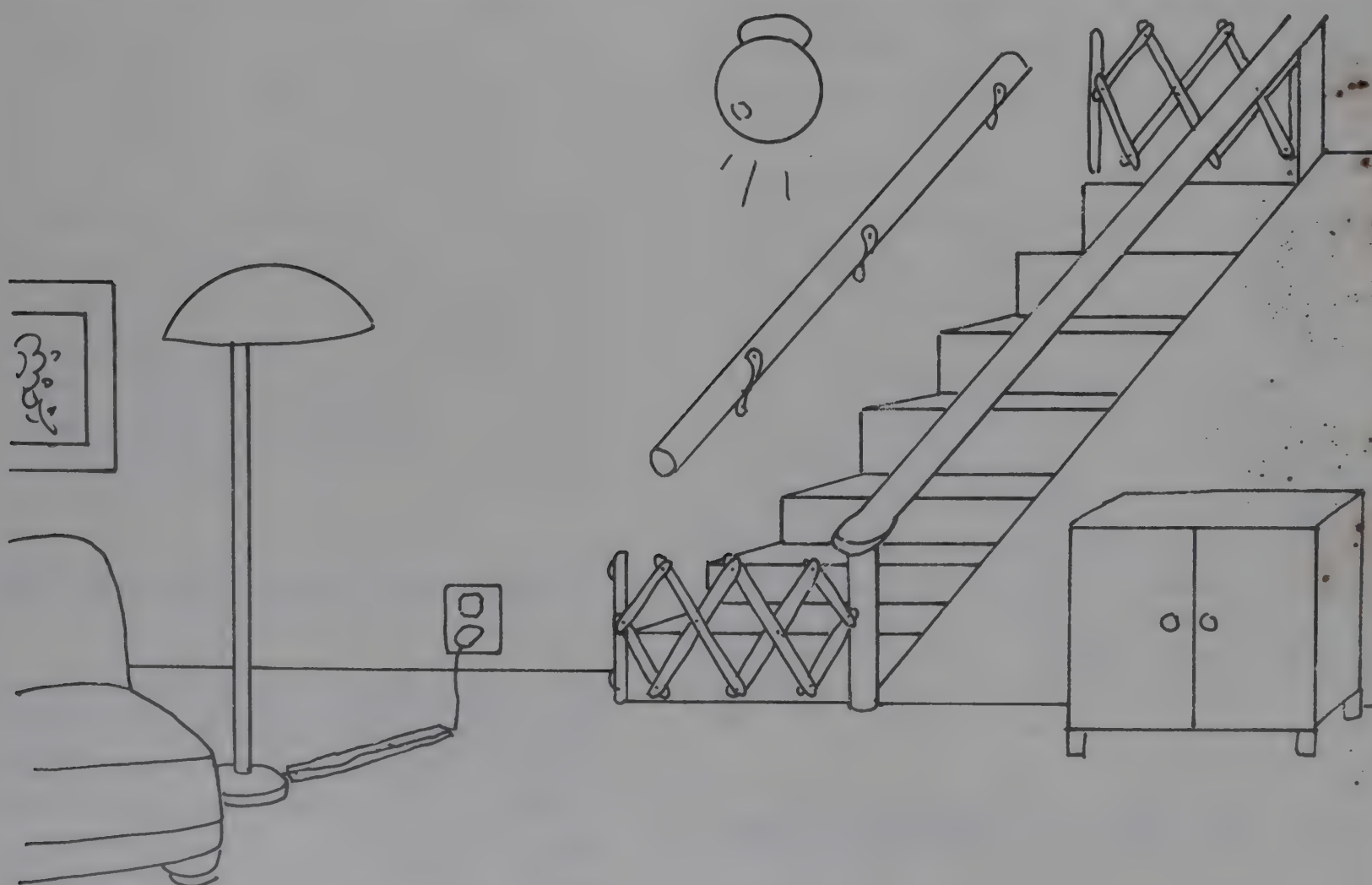
Little children love to poke and pull, so take a careful look at your electrical outlets and cords. Cover or lock unused electrical outlets. Small plastic covers can be purchased inexpensively in most hardware stores. Check electrical extension cords to insure that they are in good working order. Keep areas where members of your family walk through the house, free of electrical cords. Also, whenever possible, keep electrical cords out of sight. You may want to run them in back of large pieces of furniture such as a couch or armchair.

Stairways

Keep areas near the stairway uncluttered. Do not use throw rugs near the stairway, especially at the top. Be sure that railings and bannisters are strong, securely mounted, and can be reached by your small child. Teach your child when he is very young to hold onto the bannister when going up and down the stairs. Keep stair carpeting and treads in good condition. Of course, never leave tools, toys, or other objects on the steps. Be sure there is sufficient light on the stairway. Until your child is able to go both up and down the stairs with ease, place gates at the top and at the bottom of the stairs. Discourage children from playing near the top of the stairs.

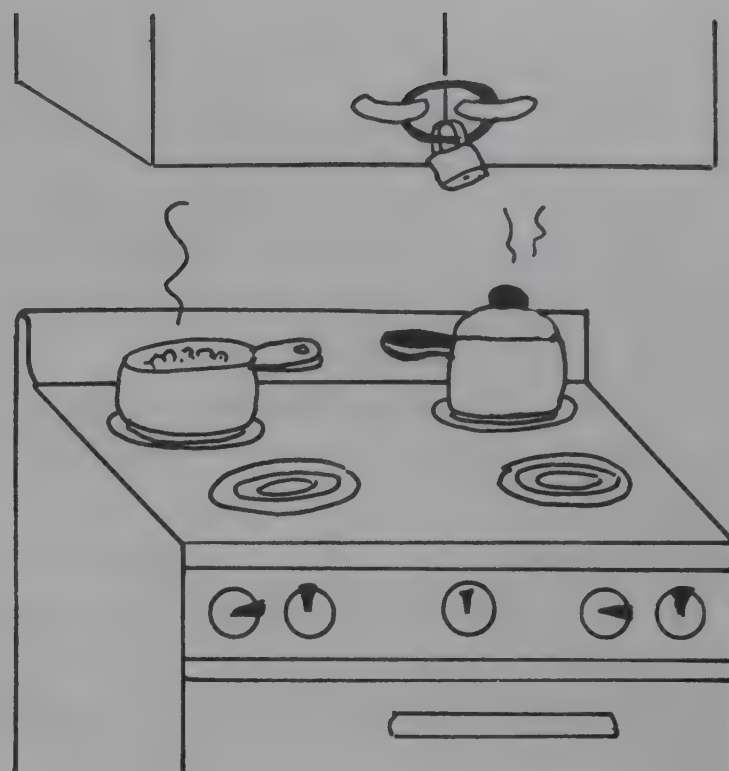
In the Kitchen

Members of your family may spend a great deal of time in the kitchen. You and your child

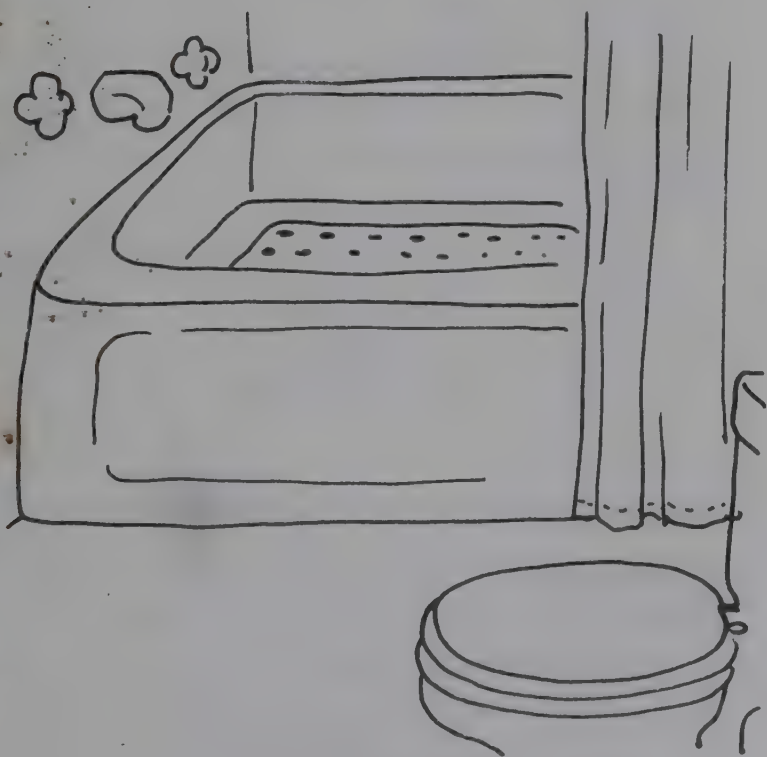


may enjoy many hours of work and play in your kitchen. As we've suggested, it is a good idea to involve your child in helping in food preparation, cleanup, and so on. This gives you a good opportunity to teach him to respect hazards of kitchen utensils. He can see them used properly long before he is old enough to use them properly himself.

Teach your child that the stove is "HOT." This can be done when you're watching him carefully. When he is not directly involved in food preparation, if possible, use the back burners of the stove. Turn pot handles away from the edge of the stove to prevent a curious child from pulling a pot or pan off the stove and scalding himself with the contents.



When food or liquids spill on the floor, wipe them up immediately to prevent slipping. Keep electrical appliances unplugged when not in actual use. Keep doors and cupboards closed. Safety locks are an excellent idea for all cupboards. Store knives, scissors, and all cleaning agents out of your child's reach, preferably in a locked closet or cupboard.



Bathrooms

Guard against common bathroom accidents such as falls, poisoning and scalding. Use nonskid mats in bathtubs and showers. Check the water temperature before your child gets into the tub. Never, never leave a child unattended in the bathtub, not even for a moment.

Many people do not know that it is possible for a young child, especially one just learning to walk, to drown in the toilet, by falling head first into the water. Always close the lid when you leave the bathroom.

Another potential danger in the bathroom is, of course, medicine. Take a few minutes to check your medicine chest or closet. Make sure that **all** medicines are kept safely out of reach of children. Locked cabinets are safest. Prescription drugs should be thrown away after their use has ended.

Even vitamins should be safeguarded. Using child-proof caps for all your medicines and vitamins is essential.

Bedrooms

Infants and small children should have firm mattresses and their beds should be free of loose blankets and pillows. Fire resistant sleepwear is important. It should have no small buttons or other decorations that could come off and be swallowed by your child. A night-light in the child's room and in the hall is a good idea as well. If there is a stairway in the hall, a light is especially important.

If you use room heaters, make sure all the rooms are properly ventilated. Place guards in front of the heaters, so your child cannot get too close. Room heaters should be turned off at night.

If your child likes to take toys to bed with him, make sure they are soft and have no small parts which can be detached and swallowed.



Poisons

One of the most common dangers for young children is accidental poisoning. It most frequently occurs when children swallow **common** household substances that are left within their reach. Kitchens, bathrooms, and bedrooms are the most likely places to find these substances. Workrooms and craft centers also present many dangers.

When child-proofing your house, pay particular attention to poisonous substances. **Always** place them in a locked cupboard or closet. A partial list of these substances includes:

- Alcohol
- Ammonia
- Bleach
- Cosmetics (including nail polish, nail polish remover, permanent wave solution, and hair dye)
- Detergents
- Fertilizers
- Medicine (including aspirin, iron pills, cold medicine, tranquilizers, vitamins, and all prescription medicine)
- Furniture polish
- Lye and other caustic products
- Paint, paint removers and thinners including turpentine
- Petroleum products, including gasoline, kerosene, and lighter fluid
- Pesticides and rat poisons
- Household weed killers
- and some household plants

Poison control centers or similar community agencies, often make a type of warning sticker available. You can put these on all bottles, cans, and jars that store potentially dangerous substances. Your child can easily become accustomed to looking for the cartoon character or danger symbol, and avoid playing with those products.

A Special Word About Lead-Based Paints

Young children are particularly susceptible to poisoning through lead-based paint. This occurs when a child chews or plays with objects painted with this type of paint, or eats paint as it chips off the walls. It is advisable to check the laws in your area regarding the manufacturing and use of lead-based paint. Some states did not outlaw its use until the 1970's. The older your home is, the more likely you are to have lead-based paint covering your walls. The effects of lead paint are not immediate as with other poisonous substances, but the effect is cumulative.

If you are remodeling an old house, do not burn old painted surfaces that you are replacing. If they contain lead paint, the fumes are toxic.

TOYS

Now, take a look at your child's toys. If they are kept in a toy chest or toy box, look at it first. It should be well-ventilated and free of self-locking devices that could trap your child inside, if he crawls into it. The lid should be designed so it will neither pinch your child's fingers nor fall on his head. Also, check for hinges that could pinch.

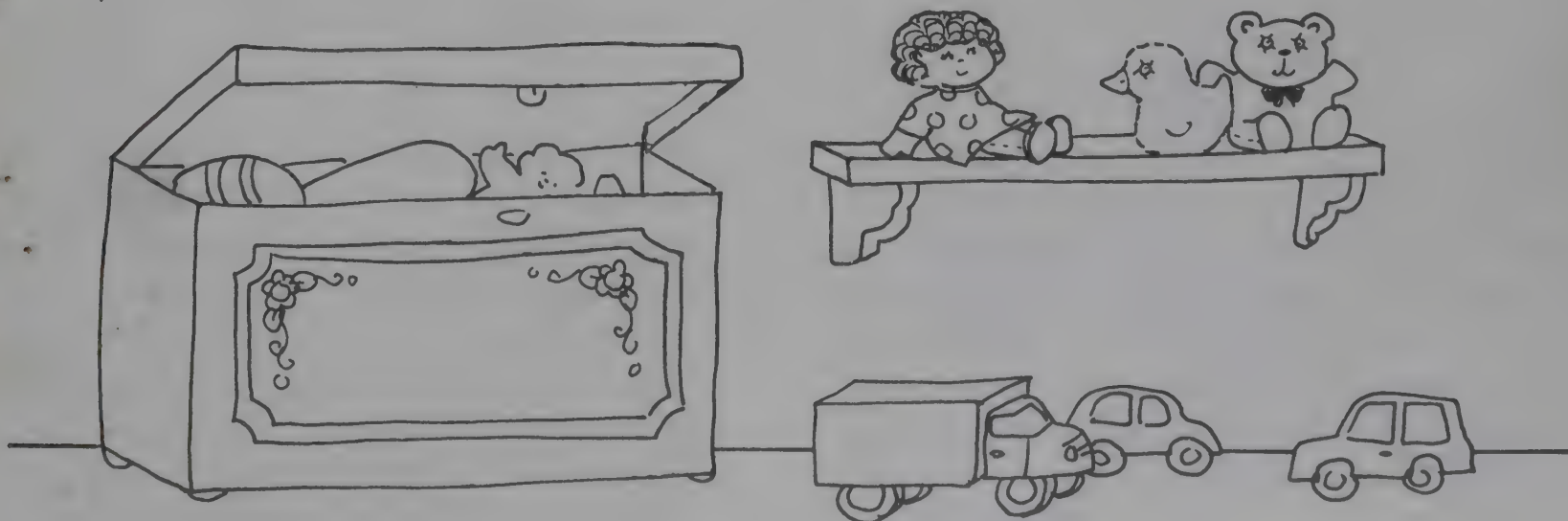
Take a few minutes to look over the toys themselves. Toys should be checked periodically for sharp edges and points. Also, be sure there are no small parts that can come loose and be swallowed or become lodged in your child's windpipe, ears or nose. Button or bead eyes on stuffed toys or dolls are removed easily by a young child.

If there are older children in your house, toys safe for them may not be safe for your younger child. Teach your older children to keep such toys out of reach of younger siblings.

Purchasing Toys

When purchasing a toy, keep two things in mind. First, the toy should be appropriate for the child's age and interest. Secondly, it is important for your child to know how to use the toy properly. Read the directions that come with the toy. Be sure they are clear to you, and then spend some time teaching your child how to play safely with the toy. After purchasing a new toy, remove and discard the wrapping, especially plastic wrapping.

Toys should be durable enough to survive rough play. As always, the paint should be nontoxic and fabric products must be flame retardant/flame resistant. Dolls and stuffed toys should be labeled "Washable Hygienic Materials."



EMERGENCIES

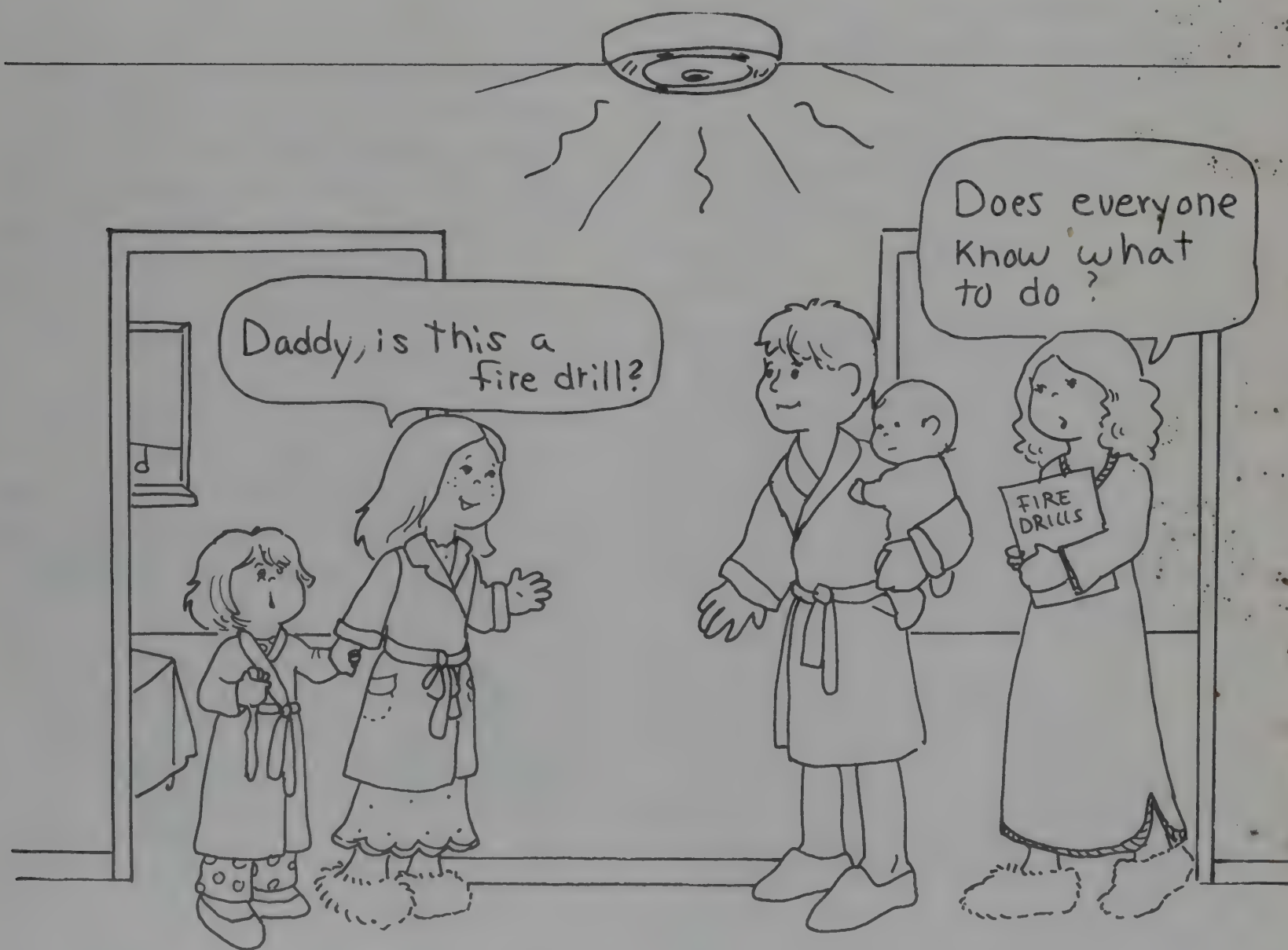
Emergencies invariably arise. You can meet them smoothly if you take a few simple precautions first. For example, keep emergency phone numbers (of the doctor, police and fire company, as well as the local poison center) close to the phone. If you have several phones, have duplicate sets of numbers by each phone.

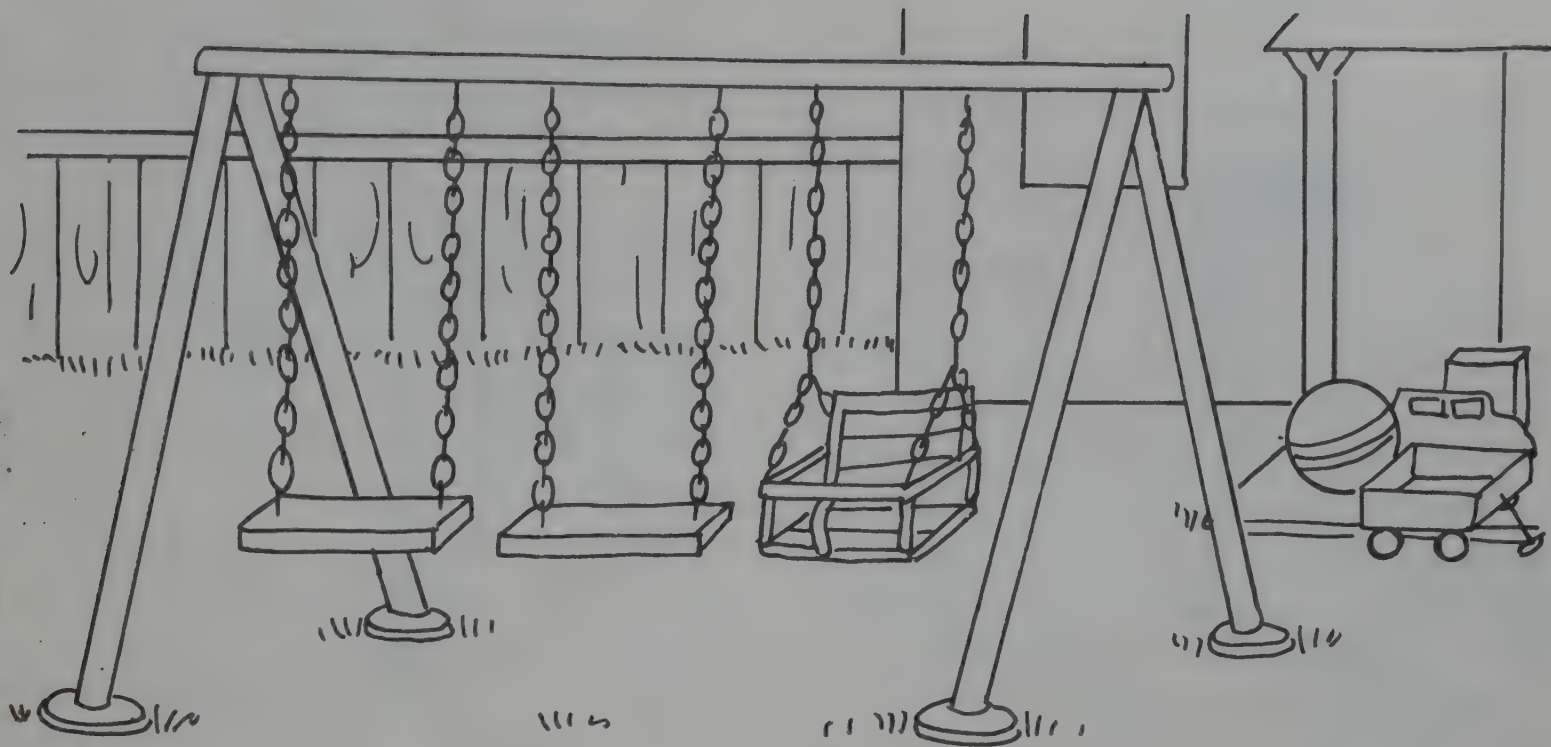
Practicing fire drills with your family is very important, especially if you live in a two-story house. Accustom your child to the idea of fire and fire drills by showing him pictures and

drawings of what happens during a fire drill. Help your child practice getting down low on the floor when he hears the smoke alarm or sees smoke and a fire. Teach him the most appropriate ways to exit the house during a fire drill, and plan alternate routes as well.

Practice with fire drills at different times of the day will help your child avoid panic in a true fire. Help him learn to listen for the smoke alarm in your house, and recognize what it means when it sounds.

Many fire departments have booklets available which can help illustrate for your child what he needs to do during a fire or a fire alarm.





SAFETY OUTDOORS

After you have checked your house and made certain that it is a safe environment, consider safety outdoors. Until your child develops a fine understanding of the dangers of traffic and wandering too far from home, he requires supervision or an enclosed area in which to play outdoors. If your backyard, courtyard or community play area is a place where interesting things go on, it may provide your child an excellent play area.

To make sure the yard is safe, take a safety tour as well. If you have playground equipment, or are considering purchasing such equipment, here are some suggestions:

Swing sets and other play equipment should be installed at least six feet from fences, walls, walks, or other play areas. They should be installed over grass or sand rather than hard surfaces such as brick, concrete or blacktop. Greater stability is achieved when the legs are set in concrete. The seats of swings should be light in weight so that they will not hurt a child if he is hit by them. If you have rings for swinging, they should be at least ten inches in

diameter. Smaller rings, in which your child could get his head stuck, should be removed.

Playground equipment should be checked at the beginning of every play season and about once every two weeks thereafter. Tighten screws, nuts, and bolts. Cover them. If there are any sharp edges, tape over them with heavy tape. Inspect covers and tape periodically and replace or redo as needed. Rusted parts should be replaced where possible. When metal tubing rusts, it should be sanded and repainted with paint that is not lead-based. If rope swings are used, the ropes should be checked for wear and tear periodically and replaced as needed.

Outside the Yard

After your child reaches the age of three, he may be ready to venture outside in closed play areas, especially if there are other children in the neighborhood. You will want to teach your child to stay within acceptable boundaries, but still have freedom to play with the other children. You can help him learn what areas are acceptable for him.

Set Boundaries

When your child seems old enough, take him outside the house and yard. Take a piece of chalk and let him see you draw a line at the end of the sidewalk and along the curb, at the furthest limits it is safe for him to go. You might also use string as a marker. Take his hand and walk with him to each border of the enclosed area: first, from one end of the sidewalk to the other, then along the curb line. Dramatize this. Stop suddenly at the chalk line. Be emphatic! Say "STOP" and then stop at the line. Do this for all the boundaries around your house in which your child must stay.

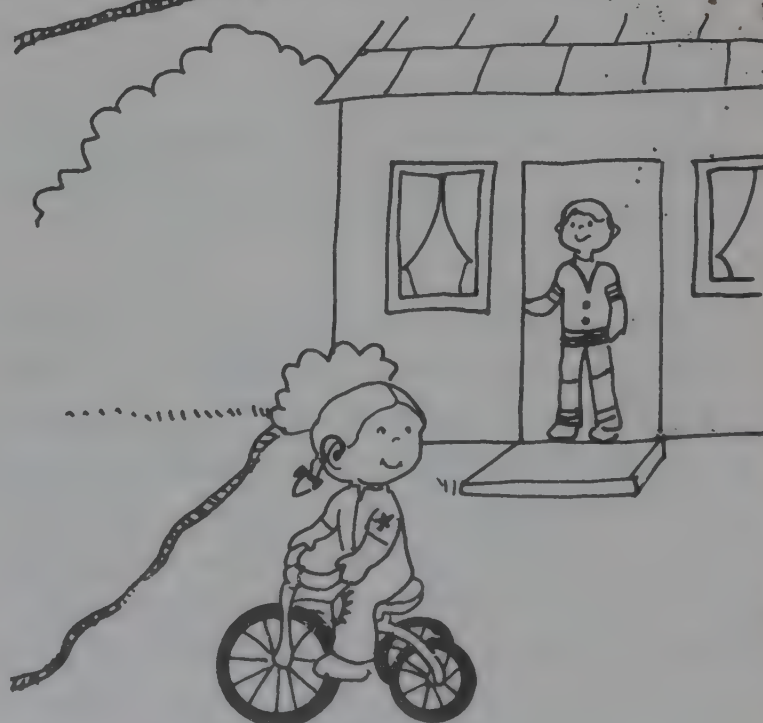
Enforce Boundaries

You must help your child learn to respect the boundaries you set. At first, perhaps you will allow him to play only in the front yard. Allow him to play by himself, but stay close by. If he steps outside the boundaries, show him again the boundary lines you have drawn. Then, if he steps outside the boundaries again, take him into the house immediately. After several experiences of being brought indoors each time he goes beyond the boundaries, he will learn what you expect of him. He will learn that if he wants the freedom to play outdoors, he must respect the limits you have set.

Of course, if you see him staying within the boundaries, even if other children beckon him outside, reward him with your words and a warm hug for respecting the limits.

USE YOUR OWN JUDGMENT

Because he is a young child, your child will not at once be completely dependable about staying outside without supervision. You may need to watch him from the window each time he's outside. Even after he seems de-



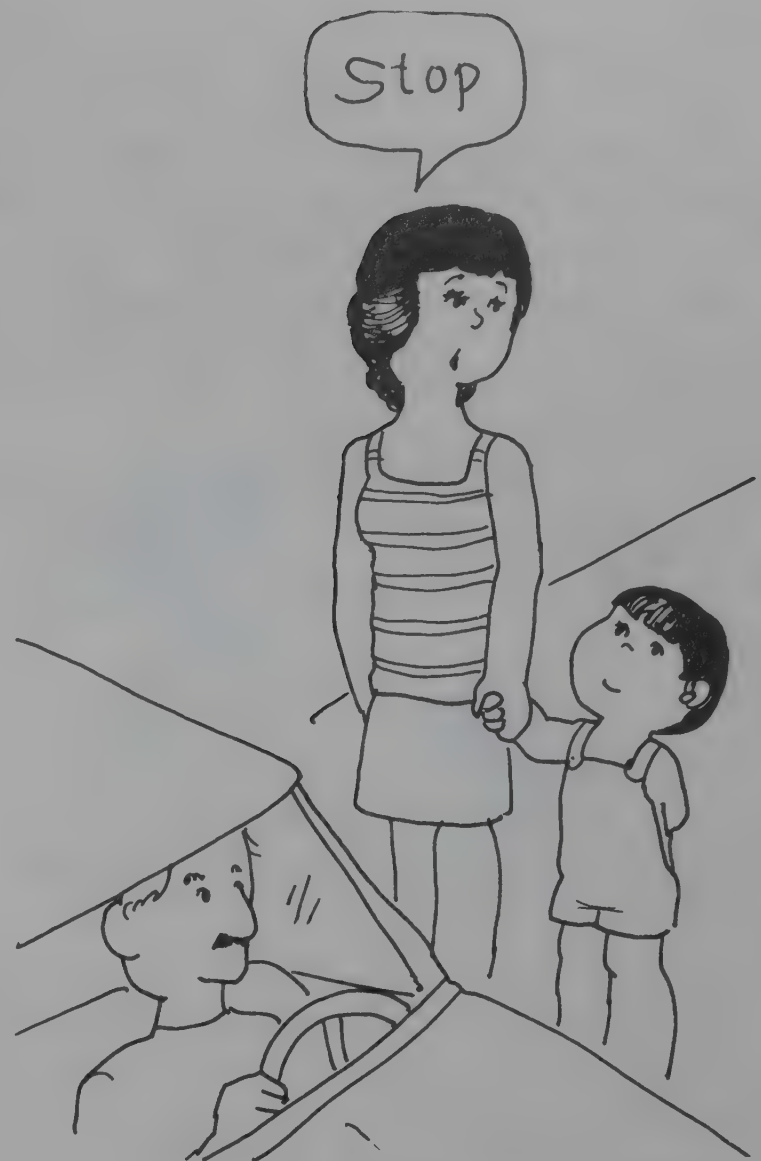
pendable, you can't forget that he's out on his own. You will need to check frequently until he learns, without a doubt, that he must always stay close to home.

You must be the judge of his dependability, and of particular conditions that might make it unwise for him to play outside by himself. For example, traffic conditions differ, and playing with a ball is an open invitation for a child to run into the street if the ball rolls there. For this reason, it is often a wise precaution to restrict playing ball to the backyard, or a safe area in a park or playground, far away from traffic. In using your own judgment, you can gradually help your child learn to respect the limits that insure his safety.

Horizons Widen

Between the ages of three and six, your child's horizons will widen. He will be more interested in the world outside his own yard or home, and it is important for him to learn about the world outside. Of course, safety education must really begin now. As he learns to accept necessary limits, it will insure his safety in the larger world beyond home.

Parents of hearing-impaired children do have special fears about their children and safety outside the home. You may worry because your child cannot hear oncoming cars, shouts of warning, or other sounds that alert us to danger. However, by teaching your child to think carefully, you can help him develop independence. For example, he certainly can learn to stop, look, and listen before crossing a street. You need not watch your child every moment, or tightly cling to his hand when he is outdoors. This will only teach him to be afraid. By being careful, patient, and thoroughly teaching him safety rules, you can help him best.



Learning Takes Time

A common concern about safety, of course, is in traffic. You can help your child learn about traffic safety by taking walks around your neighborhood. Remember, with your help, your child is very capable of learning what he needs to know!

In your walks, walk hand in hand with him, with a light grip around his wrist so he won't slide his hand from yours. When you get to a crossing, stop at the curb. Look both ways and around the corner. When no cars are in sight, walk briskly across the street. If a car is coming, point to the car and shake your head "NO." Wait patiently for the car to pass. Soon your child will begin to stop and look at corners, and to copy your head shaking when he sees cars approaching. And he will soon learn, as you begin to let him skip freely along the sidewalk, that he must wait for you

at the corner, then hold your hand when crossing the street. We don't expect you to let him cross the street alone until he is much older. But, by helping him learn about safety rules now, you can make walks a pleasant experience for both of you! At the same time, your child will enjoy his newly-found independence. With your help, your child will learn what is safe as he matures. Teaching your child safety rules will take time, and will need much reinforcement. As always, praise him when he follows the safety rules you teach him.

Learning about Traffic Signals

Your walks will teach your child even more about safety if they include corners with traffic signals. Help your child learn that "red" means "stop" and "green" means "go." Before your walk, you may find helpful children's books that will illustrate this, or you can make your own. Also, you can act this out using puppets or dolls. The PLAYTIME game in this lesson may give you ideas on how to do this.

Use the pictures or puppets in games to supplement and reinforce his real experiences.

Always remember that **you** must set an example by respecting traffic signals and safety rules all the time yourself. With practice and time to learn, in his later years, he will be dependable about going around the neighborhood by himself.

SAFETY AND CARS

Driveways

If possible, you may want to keep your driveway out of limits for your young children. Sometimes, however, this is not possible or practical. If you live where there are no sidewalks, the driveway may be the only place your child has to ride his tricycle or other wheeled toys. If this is the case, remember to carefully supervise him until you are certain he is alert to the potential danger of cars, and knows what to do when a car approaches.

Enlist the aid of your spouse or a friend to teach him about cars and driveways. Have the person approach the driveway while your child is playing there. Then, be ready to show your child the car and how to get out of the driveway quickly. Several such experiences should help alert your child to the fact that driveways are used by cars.



There is another potential danger of playing in the driveway for your child. He might be tempted to ride down the driveway into the street when he's playing with wheeled toys. This poses special hazards if your driveway slants down towards the street. Discourage him from riding down the driveway on his trike or in a wagon.

Parking Areas

Supermarkets and suburban shopping malls with large parking lots are of concern to parents. Motorists may not see a small child dart out from behind parked cars. It is a good idea to hold your child firmly by the hand in all parking lots. As you leave your car, pause before walking into the car lane, then look both ways for oncoming traffic and for cars pulling out of their parking spots. Let your child see what you are doing, and teach him to do the same.

As you walk through the lot, walk close to the parked cars rather than in the center of the auto lane. Pause when you see or hear a car approaching, and then, point the car out to your child.

You may find that demonstrating the dangers of parking lots at home with your child, using toy cars and dolls, might also help him understand the dangers of parking lots. If you demonstrate with pictures and dolls how easily a car might hit a young child who is wandering away from his parents, your child may be quite willing to walk holding your hand through the parking lot.

In supermarket parking lots, always watch the clerks pushing long lines of shopping

Right. The car is moving.



carts. Your child may not hear these approaching and the clerk may not see your small child. Take the time to point these out to your child, and have him listen for the sounds. Always teach him to be alert, and move out of the way of the carts. Praise him if he notices them before you do! Also, encourage him to watch for signs that cars will soon be moving, such as exhaust, lit tail lights, and so on. As always, positive reinforcement is very important for your child. Praise him when he points these things out to you.

Safety in the Car

To insure your child's safety while riding in the car, first, use a car seat, and second, teach appropriate behavior.

Laws in many states require that car seats be



used for children under the age of four. Many types of car seats are available. Manufacturers suggest that the safest place in the car for the car seat is the center of the back seat.

If you are not already using a car seat, consider beginning now. When you introduce the seat, do it calmly and matter-of-factly. Take several short drives around the block to accustom your child to sitting in the seat. Provide your child with a toy or book to look at while riding, especially if he will be in the car for any length of time. Remember, your child should use the car seat every time he rides in the car, no matter how short the trip will be.

When your child outgrows his car seat, you might want him to use a booster type of car seat which attaches to the car's seat belt. A booster seat is preferable to the seat belt alone for a small child. It secures the child

more effectively, and also allows him to see out the window. A seat belt harness alone should not be used on small children, since it does not usually fit them correctly.

Because it is so important for your child to look at you when you talk to him, he may also be expecting you to look at him whenever he talks to you. This is, of course, not possible when you are driving. Help him understand that when you get to a stop light or stop sign, you will look.

As always, your good model is important for safety. Car safety should be followed by all members of the family. Every passenger should use seat belts to provide a good example for the youngest children. Older children should also use appropriate restraints. You cannot expect little ones to learn to sit quietly if older children are allowed to jump and climb about. Car safety is for **all** the family.

OTHER THOUGHTS ON SAFETY

Parents need to be on the lookout for possible dangers in many situations. For example, your child should never be left alone near any water, even a small wading pool or frozen body of water. And when your child is playing in a park, be sure to keep a close eye on him at all times.

Identification bracelets are helpful in the event your child is lost or separated from you. Hearing-impaired children should have identification bracelets with their names, addresses and phone numbers on them, as well as the fact that they are hearing-impaired. All young children should be taught not to go with strangers and not to get into strange cars. Your child may not understand why he should not talk to strangers. But, be firm about this. It might help to emphasize the concept that first your child must talk to you before talking with, or taking things from strangers. Older siblings can be good models for this as well.

THE LANGUAGE OF SAFETY

When teaching your child about safety, re-

member to teach him the language of safety. Here are some examples:

In the kitchen:

"IT'S HOT!"

"BE CAREFUL!"

On the stairs:

"HOLD ON TO THE RAILING."

"WATCH THE STEPS."

In the bathroom:

"LET'S FEEL THE WATER."

"IT'S TOO HOT."

"WE NEED SOME COLD WATER."

"THE TUB IS SLIPPERY."

In the car:

"LET'S GET IN THE CAR SEAT."

"MOMMY IS BUCKLING
HER SEAT BELT."

"NOW LET'S BUCKLE YOURS."

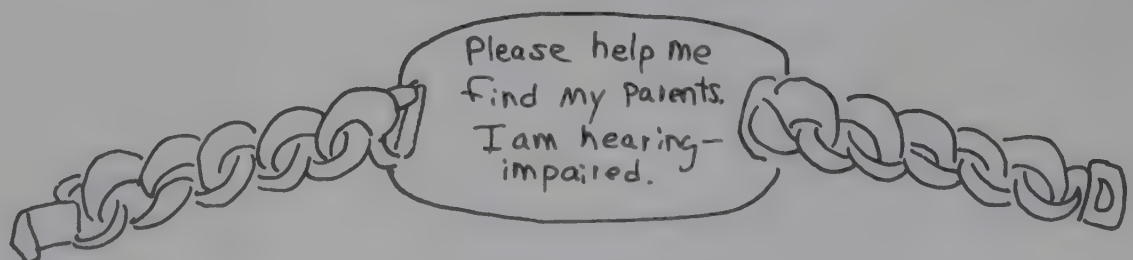
In the parking lot:

"HERE COMES A CAR."

"LET'S WAIT FOR THE CAR."

"HOLD MY HAND."

"YES, I SEE THE CAR."



On a walk:

"HERE'S THE CROSSWALK."

"LET'S STAY BETWEEN THE LINES."

"LOOK BOTH WAYS."

"NO CARS ARE COMING."

"WAIT! THE LIGHT IS RED."

"WE CAN GO. IT'S GREEN."

While playing:

"OH! IT'S BROKEN."

"LET'S HAVE DADDY FIX IT."

"WE DON'T THROW TRUCKS."

"LET'S ROLL THE TRUCK."

"LET'S PICK UP THE TOYS."

SAFETY LEADS TO INDEPENDENCE

Your child's curiosity and desire to learn is exciting to watch. Nurture it by providing a safe environment for him. Your home will be the setting for the beginning stages of learning. Make it a safe environment. Gradually, your child's world will reach outside the home. Help him learn safety rules to make this new area of exploration a positive experience.

Games and Activities

AN EVERYDAY ACTIVITY

Description: TAKING A WALK

Purpose of the Game:

- To enjoy a walk with your child.
- To expose your child to the everyday language of taking a walk.

What You Need:

You and your child.

When to Play:

On a nice day during which you can walk leisurely.

What to Do:

1. Plan a simple walk around the block, or to a specific destination.
2. Look at things through your child's eyes. He may be fascinated with many things you find ordinary! Stop and talk about whatever catches his attention, or what you think he will be interested in.

"THERE'S A GARBAGE TRUCK."
"OH, IT'S BIG!"
"THERE'S A SCHOOL."
"THE CHILDREN ARE PLAYING."
"THERE GOES A RED BIRD."
"LOOK AT THE CATERPILLAR."
"DO YOU SEE THE WORM?"

HOT DOGS



3. You can also talk about traffic safety:

"LET'S WATCH FOR CARS."
"IS A CAR COMING?"
"IT WENT BY."
"NOW WE CAN GO."
"THE LIGHT IS GREEN."

4. If you have a destination in mind, talk to your child about where you are going and what you will do there.

"LET'S WALK TO THE STORE."
"WE'LL BUY SOME HOT DOGS."
"WE NEED SOME RAISINS."
"YOU CAN CARRY THE BREAD HOME."

OR

"LET'S GO TO THE MAILBOX."

"DID THE MAILMAN COME?"

"MAYBE WE GOT SOME LETTERS."

5. When you return home, you can make an experience or news story of your walk similar to the one described in the EVERY-DAY ACTIVITY in Lesson Five. Use pictures or real objects collected during your walk to illustrate the story, with a brief sentence underneath each picture. You can use language such as:

We went for a walk.

Diane saw two dogs and a bird.

Mommy stepped in a puddle.

OR

Today, Debbie found some leaves.

She put some pebbles in her pocket.

2. Take a trip to the library to select some books. Talk about the books and the pictures as your child looks at them. Also, you can talk about checking out the books.

"DO YOU WANT THAT BOOK? OK."

"YOU CAN TAKE THREE BOOKS."

"TAKE THEM TO THE DESK."

"GIVE THE BOOKS TO THE LIBRARIAN."

"YOU CAN CARRY THESE TWO BOOKS."

"YES, THE BOOKS ARE HEAVY."

"DADDY GOT A BOOK, TOO."

3. Gather and draw pictures, and write an experience or news story about a trip to a special destination. This will give you a chance to reinforce language you've already used. (We will talk more about experience stories in the **Communication** section of Lesson Ten.)

Daddy and Gustavo went to the mailbox.
Gustavo opened the box.

There were three letters inside.

Variations:

Use any outdoor activity as a language-learning activity for your child.

1. Go to the park or playground. There are many things to talk about at a park or playground. For example, you can talk about the play equipment:

"HERE'S THE SWING."

"WHEE! YOU WENT HIGH."

"MOMMY WILL PUSH YOU."

"CLIMB UP TO THE TOP OF THE SLIDE."

"OH, YOU CAME DOWN FAST."

If Your Child is Ready: Advanced Language and Skills

1. Encourage your child to name the things he sees on your walk.
2. Encourage your child to give you language for the experience or news story when you arrive home. Use his word or words in a complete statement. For example, if your child says, "TRUCK," you can respond, "YES, YOU SAW A BIG TRUCK." Then draw a truck and under it print David saw a big truck. Use as many pictures as you like.

PLAYTIME

Description: PUPPETS

Purpose of the Game:

To enjoy a puppet game with your child.

To teach your child about traffic safety.

What You Need:

Two puppets. (Instructions for making simple puppets are given below.)

A toy stop sign. (You can make it out of cardboard, or heavy paper.)

A "street." (You can draw the street or streets on paper, or use blocks or books to mark the sides of the street.)

A toy car.

When to Play:

Any time, after you and your child have enjoyed a walk around your neighborhood.

What to Do:

(Note: Puppets can be used to "act out" an endless variety of situations for your child. This activity deals with teaching your child to look both ways before crossing the street, but you can use puppets to teach other traffic safety rules, or to introduce and explain many different situations.)

1. Set up a "street" on your table or floor. Have the toy stop sign set at a distance from where you will begin the game.



2. Give your child a puppet and keep one for yourself.
3. Tell your child, "THIS IS MOMMY'S (DADDY'S) PUPPET," while pointing to your puppet. Then say, "THIS IS JEREMY'S PUPPET," pointing to your child's puppet. (Substitute your child's name.)
4. Make your puppet say, "LET'S TAKE A WALK."
5. Make your puppet walk along the "street." Encourage your child to have his puppet follow yours, too. Make your puppet "talk" about a variety of things. Perhaps you could use the same language you used in your walk, following the suggestions in the EVERYDAY ACTIVITY in this lesson.
6. Proceed walking to the "street corner." When you get to the stop sign, make your

puppet say, "WE HAVE TO STOP. THERE'S THE STOP SIGN." Point this out to your child. You can tell him, "IT SAYS, 'STOP'."

7. Then say, "LET'S LOOK FOR CARS. IS THERE A CAR COMING?" Make your puppet look carefully both ways.
8. Let your puppet see the car, which is approaching. Say, "OH, THERE'S A CAR. WE HAVE TO WAIT." Then, make the car pass by.
9. After it "drives" by, make your puppet say, "THE CAR IS GONE. WE CAN CROSS THE STREET NOW." Walk your puppet across the street. Encourage your child to make his puppet walk too.
10. You may move the stop sign as you come to several street corners. At each corner, again stop and point out the stop sign. Wait until the car drives by.
11. Then, walk back to where your puppet started. Encourage your child to act out the activity again. Provide him with the language for what the puppets are doing.



If Your Child is Ready: Advanced Language and Skills

Variations:

1. Make puppets for you and your child following any of the directions below.
2. Take your puppets along with you on your next walk, to reinforce the ideas.
3. Use dolls instead of puppets.
4. Act out a favorite story, using puppets.

1. Practice questions and answers with your child. If possible, your child should be encouraged to ask questions. The questions below are just a few samples. Provide him with models of the questions or answers before you expect him to use either the questions or answers.

"HOW ARE YOU?" – "FINE."

"ARE YOU TIRED?" – "NO."

"WHAT IS YOUR NAME?"

"DO YOU WANT SOME COOKIES?" –

"YES, THANK YOU."

MAKING PUPPETS

As we've said, puppets are a favorite among preschool children. They are a wonderful tool for helping to develop language, communication skills, and imagination. Here are some ideas for simple puppets you can make at home with a minimum of supplies, and at little or no cost.

Stick Puppets

Stick puppets, drawn on cardboard, cut out, and then mounted on wooden handles, are often good for children. You can draw a figure, or have a child draw the figure, and mount them on popsicle sticks or other similar materials. You can also decorate them with "hair" made from yarn or string, or clothing cut from scraps of cloth or paper. Use what materials you have available, and be creative!

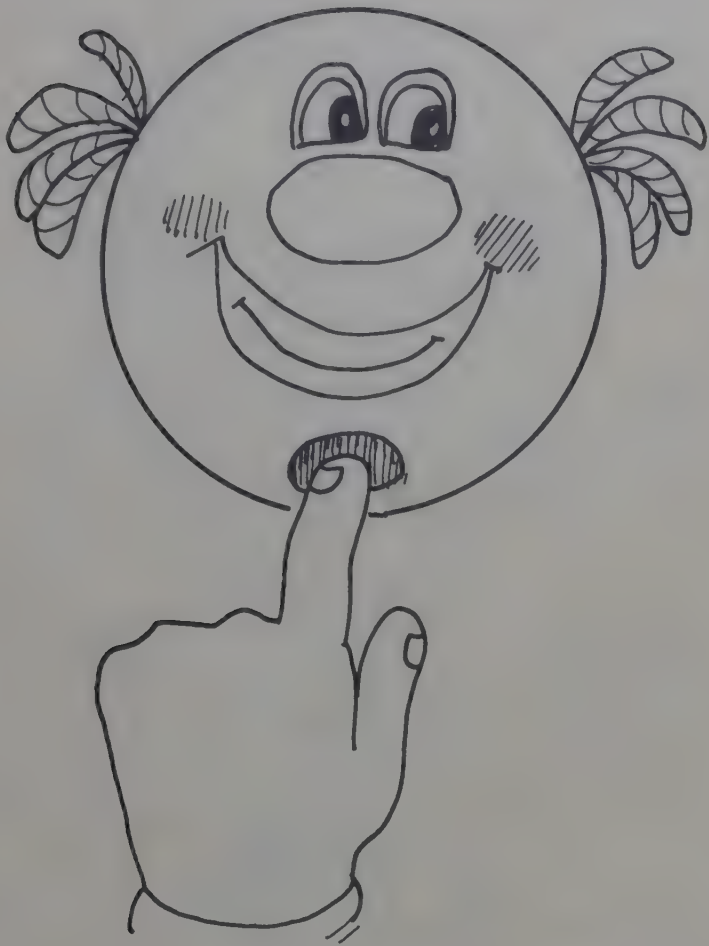


Box Head Puppets

Boxes are often favorite objects of young children and can be made into favorite puppets, too. You can use any empty box approximately the size of a cigarette or small candy box. Cover it with paper on which you can draw or glue on facial features. You can paint or stitch them on, as well. Hair can be added using string, yarn, straw, etc. Don't cover the open end of the box, so your child can place his hand through the open end to bring this puppet to life. You can add "clothing" to this puppet as well.

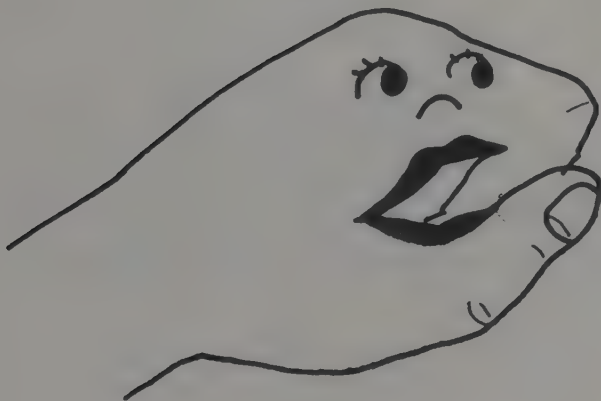
Sock Puppets

Take an old sock, stuff it with cotton or rags, and draw or stitch the face on the toe. You can draw hair, also, or sew it on using scraps of string or yarn.



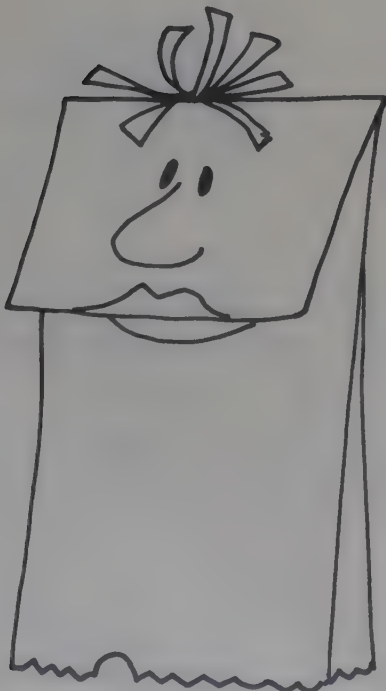
Ball Puppets

These can be made with a small rubber ball, such as a tennis ball. Cut a hole large enough for your child's finger to be inserted into it. Draw or paint the features, and draw or glue on hair. You can even wrap a piece of paper or cloth around your child's wrist to serve as the puppet's clothing.



Fist Puppets

The fist puppet is perhaps the most simple of all to make. Simply have your child make a fist, with his thumb over his index and middle fingers. Draw the puppet's mouth on your child's thumb and index finger, with the bottom lip on the thumb, and the upper lip on the index finger at the knuckle joining hand and finger. Then, draw the eyes above the upper lip, perhaps one on either side of the knuckle.



Paper Bag Puppets

Another popular version of the puppet is the paper bag puppet. You can use your imagination to think of characters or animals to create. With the bag folded, and the open end down, draw eyes and nose of an animal, clown or other character on the bottom of the bag. Draw the upper lip on the bottom fold and continue the mouth on the other side of the fold. You can even attach a tongue under the fold so that when the child's hand is placed inside, he is able to wiggle the bag. Again, scraps of yarn, string or shredded paper may be used as hair to give the puppet more life. Or, you could draw it in along with the other features.

A THINKING ACTIVITY

Description: WHAT'S DIFFERENT?

Purpose of the Game:

To help your child learn the concept of different.

To give your child the opportunity to decide which object in a set is different.

What You Need:

An assortment of small objects, such as blocks, spoons, forks, raisins, bits of paper, erasers, etc. Half of these items should be in pairs.

A bag to hold all the objects.

Small bags, half of them labeled "the same" and the others labeled "different."

When to Play:

Any time.

What to Do:

1. Sit facing your child, with all of your materials out of his sight. Then, put one of the bags marked "the same" to one side, and one of the bags marked "different" to the other side.
2. Put three objects in front of your child. Make sure two of them are **identical** (such as two red blocks) and the other is totally different (such as a spoon).

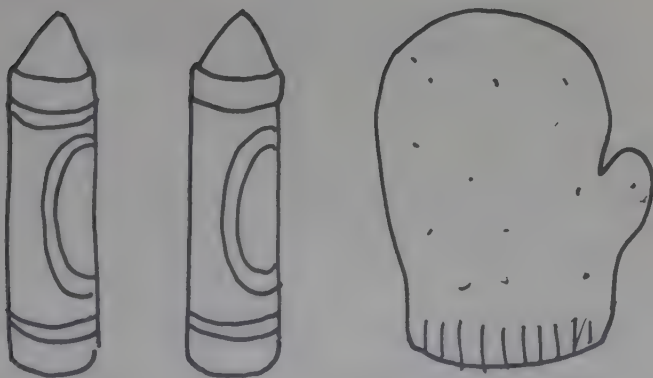
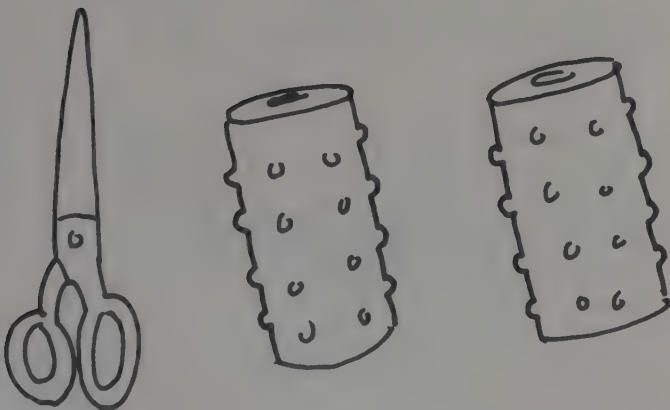
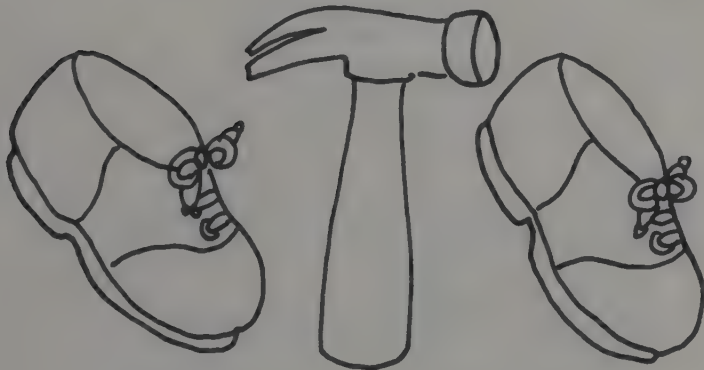
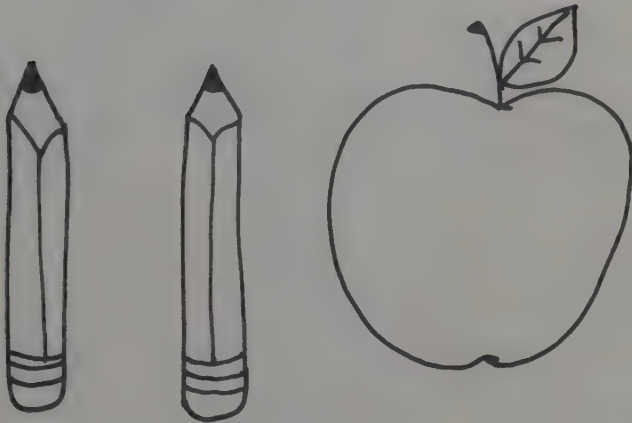
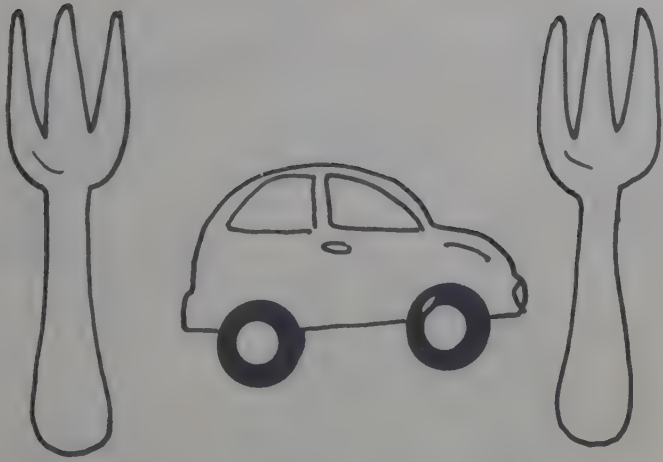
This is different.



3. Tell your child about the objects:

"HERE'S A RED BLOCK."
"HERE'S ANOTHER RED BLOCK."
"HERE'S A SPOON."

4. Compare the two red blocks. Tell your child, "THEY'RE THE SAME. THEY'RE RED BLOCKS." Put them side by side, near the bag labeled "the same."
5. Pick up the spoon. With a frown on your face, shake your head as you compare it with the two red blocks. Say, "THIS ONE IS NOT THE SAME. IT'S A SPOON. IT'S DIFFERENT."
6. Put the spoon on the other side, near the bag marked "different."
7. Then, put the two red blocks in one of the bags marked "the same." Put the spoon by



itself in a bag marked "different." Put the bags to one side.

8. Put two more bags in front of you, "the same" bag on the right side and the "different" one on the left. Then, put three more objects in front of your child. Again, two should be identical and the other totally different, having nothing in common with the other two. Point to the "same" bag, look puzzled, and ask, "WHICH ONES ARE THE SAME?" Encourage your child to pick up the identical ones and put them in the correct bag. If he doesn't know what to do, repeat steps three through six above, using the correct language for the new set of objects. Guide your child's hand to put the objects in the correct bags.

9. Continue showing your child different sets of objects for as long as he is interested in the game, and encourage him to put the objects in the correct bags each time. Emphasize the language:

"RIGHT. THEY'RE THE SAME."

"THEY ARE BOTH RAISINS."

"THIS IS A CAR."

"IT'S DIFFERENT."

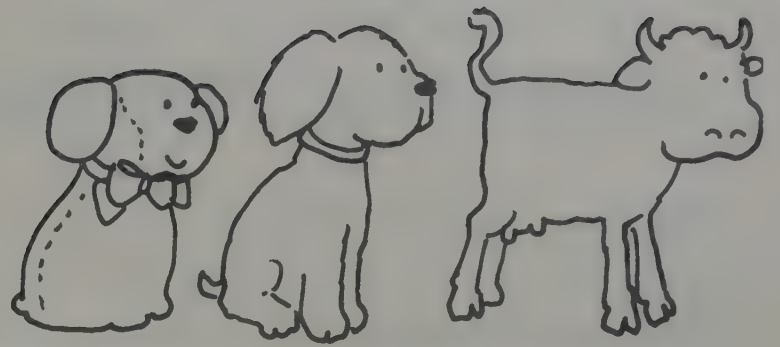
"PUT IT IN THIS BAG."

NOTE: It is very important for you not to repeat any of the objects as you continue through the game. For example, if you use red and blue blocks the first time, do not use any other blocks later. This might confuse your child.

Later, your child can learn that things may be THE SAME without being identical. For example, an apple and a block are similar because they are both red; a raisin and a cookie are similar because they both are things to eat, and so on.

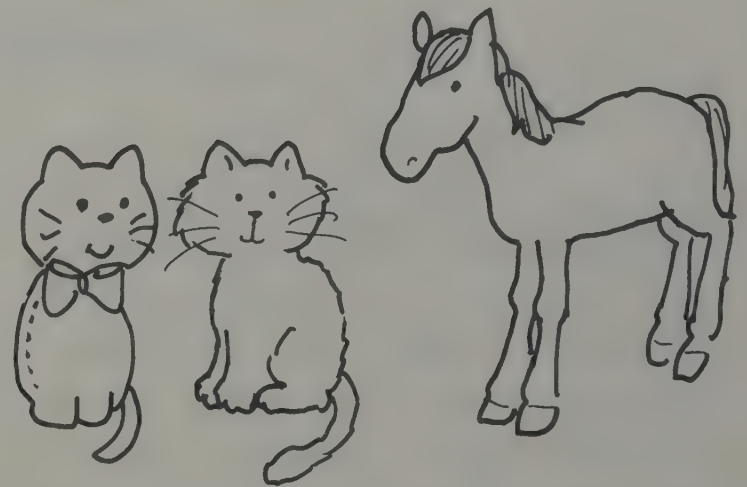
Variations:

1. Use four objects instead of three, three being identical and the fourth totally different.
2. Use pictures or drawings on pieces of paper. Your child can circle the different one, or put an "X" on top of the one that "doesn't belong."

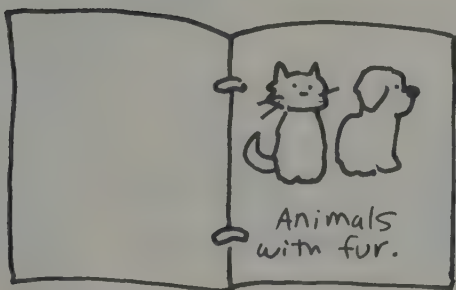
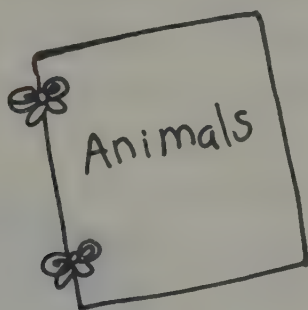


If Your Child is Ready: Advanced Language and Skills

1. Encourage your child to tell you which objects are "THE SAME" and which are "NOT THE SAME" or "DIFFERENT."
2. Use objects which are not identical, but are similar, for "THE SAME." For example,
 - you could have a puppy, a dog and a cow;
 - or a cat, a kitten and a horse.



3. If your child has a good understanding of objects that are exactly alike, are similar, or are different, begin exposing him to how various sets of things can be both similar and different. You can make books of similar objects, as we discussed in the THINKING ACTIVITY in Lesson Seven, and further classify the objects in the book. For example, **birds**, **airplanes**, **kites** and **bees** all fly, but **birds** and **bees** are alive while **kites** and **airplanes** are not living. Or, **dogs**, **cats** and **birds** are all animals, but **dogs** and **cats** have fur and **birds** have feathers.



NOTE: As we discussed in the **You and Your Child** section in Lesson Six, there are many, many ways by which we can compare objects. Use the language that describes these characteristics in your daily conversation. Plan specific activities that will give your child opportunities to compare these characteristics. Such activities also provide the experiences for learning similarities and differences.

LISTENING

Description: WHO'S TALKING

Purpose of the Game:

To give your child practice in listening for the differences between a man's voice and a woman's voice.

To help your child distinguish between a man's and a woman's voice.

What You Need:

Two adults – a man and a woman.

Your child.

Three small containers, such as paper cups, saucers, bags, etc.

Some "goodies" for your child, such as raisins, crackers, peanuts, etc.

Three pieces of paper large enough to hide your mouths when held in front of them.

When to Play:

Any time.

What to Do:

1. Sit comfortably facing each other, in a quiet place. The adults should be about the same distance from the child, about arm's length.
2. Give one of the containers and a piece of paper to each person playing the game. Put the "goodies" in a central position, near all of you.



3. Your partner should say, "MAY I HAVE ONE, PLEASE?" You should take a "goodie" and place it in his container.
4. Next, you ask your partner if you can have one of the goodies. As soon as you have asked, "MAY I HAVE ONE, PLEASE?" have your partner put one in your container.
5. Take one of the treats and look expectantly at your child. If your child vocalizes at all, reward him immediately by putting the goodie in his container.
6. If he does not vocalize, have your partner say something like "HEIDI WANTS ONE, TOO," for your child. Then, respond by putting the goodie in your child's container.
7. You and your partner continue asking for a treat. Now, have your **child** give the goodie to the person who is asking for it.

8. Continue taking turns, and whenever it's your child's turn, encourage him to vocalize to make the request.

9. When your child successfully responds without prompting, praise him! This time, you may want to give him two treats.

10. When your child is able to do this consistently, vary the game. Continue having your child give the goodie to the person asking for it, but now both of you **cover your mouths**. Vary the order by which you and your partner ask your child for the goodie. Don't let your child **see** who is asking.

11. If your child cannot tell at first which person is speaking, have that person lower the paper and make the request again. Then your child can see who is talking, while also listening.

12. If your child has begun vocalizing consistently when it's his turn to ask, he can also hold a paper in front of his mouth, just like the "grown-ups" are doing as part of the game.

13. Continue with the game until all the goodies are gone, but stop if you feel your child is getting restless. You want the game to be fun for him!

Variations:

1. Use a tape recorder and pictures of a man and woman to play. Before you start, record voices of a man and woman speaking in varying order – first the man says a sentence, then the woman, then the man has two turns, and so on. Leave a few seconds of silence between each one. Stop and start the machine between presentations.



A greeting such as "HI" or "HOW ARE YOU?" can be used. Your child can respond after each sentence by pointing to, or putting a token on, the appropriate picture. You will probably want to use voices and pictures of people who are familiar to your child.

2. At the dinner table, family members can ask for things while covering their mouths with a napkin. Your child can point to or name the person speaking.

If Your Child is Ready: Advanced Listening Skills

1. Have familiar people call you at prearranged times on the telephone. Using pictures of your relatives or friends, encourage your child to distinguish the voice and decide who is speaking. (The success of this game

will largely depend on your child's hearing loss.)

2. Use any of the above activities, increasing the distance between the speaker and your child, up to ten or twelve feet if your child is able to distinguish voices at that distance.
3. Have one person stand or sit to the right, behind your child, and the other person to the left and behind him.
4. Shorten the length of the spoken message to simply "HI" or call the child's name, to reduce the auditory clues.
5. Add the voice of your child or another child to the voices of the man and woman.
6. Do any of the games with background noise present, such as music or news on the radio or TV.

SPEECH

Description: LOUD VOICE,
SOFT VOICE

Purpose of the Game:

To encourage your child to imitate loud and soft voices.

What You Need:

You and your child.

Large and small buttons.

A tiny box and a large box with lids.

When to Play:

Any time.

What to Do:

1. In Lesson Eight, the purpose of the LISTENING game, "Loud and Soft" gave you an opportunity to draw your child's attention to and provide practice in listening to the differences between loud and soft voiced sounds. In this game, your goal is to encourage your child to **imitate** loud and soft voices.
2. Cut a hole in the top of the small box, large enough to permit the small buttons to be dropped through the hole into the box.
3. Make a hole in the bigger box, large enough for the big buttons to drop through.
4. Face your child and put both boxes between you and your child, within his reach.



5. When your child is looking at you, say, "THIS WILL BE LOUD." Then, say in a loud voice, "OOOO."
6. Now, encourage him to imitate your loud sound. Point to your ear and wait expectantly. If he doesn't make any sound, again, repeat the previous step.
7. Again, encourage your child to imitate your loud sound. If he does, and if his voice seems loud at all, praise him and help him drop a big button into the large box. If he attempts no imitation, or if his imitation is very soft, make the loud sound again. Let him drop a button in the box after **you** make the sound.
8. Next, tell your child that you will make a "soft" sound. Wait for him to look at you, then softly say, "oooo."

9. Again, encourage your child to imitate the soft sound. If he succeeds, give him a small button to drop into the little box. If not, make the soft sound once more. Then give him the small button to drop in the box.
10. Try a few more soft and loud voiced sounds. Always end your game before your child's attention begins to wander!

Variations:

1. Let your child use touch if he has difficulty responding to loudness and softness with auditory and visual clues only. Wait until you have his attention, and say, "THIS WILL BE LOUD," and place his hand on your face as you make a loud sound. Move his hand to his own face after you have finished and encourage him to imitate. Repeat for the soft sound. Always guide your child to put the button in the correct box after you have finished vocalizing.

2. You may want to draw a mouth around each hole in the box tops.
3. Use large and small balls to drop into large and small containers, such as baskets, or cans.
4. You can also use toothpicks or popsicle sticks to insert into large and small chunks of Styrofoam, or large and small toy airplanes to park in large and small cardboard "hangars."

If Your Child is Ready: Advanced Language and Skills

When your child is consistently successful in imitating your loud and soft voices with vision and hearing, encourage him to imitate your loud and soft voices with only auditory clues. You can sit behind him, or use a sheet of paper to cover your mouth. Have some "goodies" or rewards for your child's responses. Remember, this is a game.

Highlights

Your child can be encouraged to develop speech. First, however, he will need to understand the speech of others. He will also need to practice for speech by babbling – playing with sound. Encourage your child to do this; imitate the sounds he makes; show your pleasure when he uses his voice. Be patient! Your child is taking steps along the road to learning to speak.

Safety is important. Check your home and

see that it is a safe place for your child to play, to explore, and to learn. Check your yard for safety as well. And help your child learn about safety beyond home and yard by taking walks and teaching him about traffic safety. Don't forget the car! Since children do spend time in the car, take care to ensure your child's safety when he rides with you. Helping your child begin to learn about safety rules now, as well, will safeguard him all his life.

SPACE FOR PARENTS' NOTES

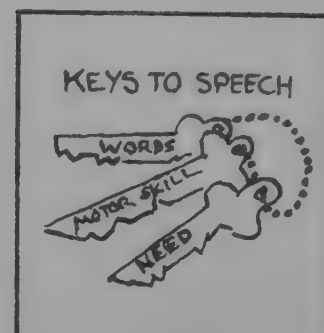
WE'LL LOOK FORWARD TO RECEIVING YOUR NINTH REPORT.

(There is more space for your notes on the back of this page – or you may prefer a notebook.)

Lined paper with horizontal ruling lines.

Check your understanding: LESSON IX

YOUR CHILD'S SPEECH



I. MULTIPLE CHOICE

1. Before a person can speak, he _____
a) needs a therapist; b) needs words and something to say; c) should get a good night's sleep.
2. To have motor skills needed for speech means _____ a) a child must be able to walk; b) it's important to have good nutrition; c) having the physical ability to talk.
3. If a person has words to say and the physical ability to talk, he still needs _____ a) to want to communicate; b) to learn to read first; c) a dictionary.
4. A child can be encouraged to exercise his voice by _____ a) screaming often; b) babbling; c) gargling every day. (B-IX.11)
5. Listening and moving to songs and nursery rhymes is helpful for _____ a) experiencing rhythm and melody; b) getting enough exercise; c) entertaining grandparents. (B-IX.11)

II. Complete the following sentences using one of these four words: **EARLY, MUCH, SOON, APPROPRIATE.** (B-IX.6)

The quality of speech for your hearing-impaired child depends upon:

1. how _____ residual hearing he has
2. how _____ his hearing impairment is diagnosed
3. how _____ he receives appropriate amplification
4. how _____ it is recognized he needs special help to learn to communicate
5. how _____ a beginning is made to meet this need
6. how _____ the help is for your child's needs
7. how _____ satisfaction your child gets in communicating with his voice

This is for **your** review and enjoyment only. Please do **not** return it to us.

III. FILL IN THE BLANKS: (B-IX.8)

1. Vowels are: _____

shorter
 harder to hear
 softer
 longer
 lower
 louder
 easier to hear
 higher

Consonants are: _____

IV. TRUE-FALSE

- _____ 1. Your child's first attempts at speech will be perfect. (B-IX.12)
- _____ 2. Speaking toward the microphone of your child's hearing aid may help him improve his speech. (B-IX.13)
- _____ 3. You should never let your child look in the mirror when he is talking. (B-IX.14)
- _____ 4. It is important to tell your child that you understand him even when you don't. (B-IX.15)
- _____ 5. If your child cannot make a word any clearer, he should still be praised for trying. (B-IX.15)
- _____ 6. It's better not to correct your child's speech in a social situation. (B-IX.16)
- _____ 7. If your child has allergies, they may affect his speech. (B-IX.17)
- _____ 8. An aided audiogram is of no help in discovering what speech and sounds your child may hear. (B-IX.8)

ANSWER KEY

8.F
 7.T
 6.T
 5.T
 4.F
 3.F
 2.T
 1.F
 IV.

2. Consonants are:

shorter
 higher
 harder to hear

1. Vowels are:

lower
 louder
 longer
 easier to hear

II.
 1. much
 2. early
 3. soon
 4. soon
 5. soon
 6. appropriate
 7. much

I.
 1.b
 2.c
 3.a
 4.b
 5.a

Other Sources of Information and Help

YOU AND YOUR CHILD

"Young Children and Accidents in the Home"
and other similar pamphlets.

(These and other government booklets are
available from the U.S. General Services
Administration.)

Parents' Yellow Pages (A Directory by the
Princeton Center for Infancy), Frank Caplan,
General Editor, 1978.

(A directory of information on child rearing,
covering such subjects as: babysitters, children's
books, discipline, first aid, hearing impair-
ment, language development, nutrition/diet,
and single parenting, plus many more. Includes
names and addresses of pertinent organiza-
tions, as well as names of books and pamphlets.)

Order from:

Consumer Information Center
Department 83
Pueblo, Colorado 81009

Anchor Press/Doubleday
245 Park Avenue
New York, New York 11530

EDUCATION OF DEAF CHILDREN

Speech and Deafness, by Donald Calvert and S. Richard Silverman, 2nd edition, 1983.

(Technical discussion of the current methodologies of teaching speech.)

Speech for the Deaf Child: Knowledge and Use, by Leo E. Connor, ed., 1971.

(Technical discussion of speech science, speech development, speech disorders, education of teachers, speechreading, and infant education.)

Better Speech for Your Child, by Michelle Lattmann and Antoinette Seandel, 1977.

(This is not written specifically about hearing-impaired children, but does contain information very helpful for parents of hearing-impaired children.)

Teach Your Child to Talk: A Parent Handbook, by the Staff the of Developmental Language and Speech Center, Grand Rapids, Michigan, 1975.

(Not written especially for parents of hearing-impaired children, but many of the suggestions for activities would be helpful.

Alexander Graham Bell Association
for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007

Alexander Graham Bell Association
for the Deaf

Simon and Schuster
1230 Avenue of the Americas
New York, New York 10020

CEBCO/Standard Publishing Company
Nine Kulick Road
Fairfield, New Jersey 07006

It is not necessary for you to read these books, but some may be helpful. Check with your local library or write to the publisher for prices and ordering information.

JOHN TRACY CLINIC CORRESPONDENCE COURSE FOR PARENTS OF YOUNG DEAF CHILDREN

PART B-PRESCHOOLERS

Lesson B-X

Dear Parents,

In Lesson Nine, we talked about how you can help your child develop his speech skills, and how important your role is as his speech model. We also talked about ways to keep your child safe, and to teach him about safety rules to help him throughout his life.

In this lesson, we talk about pictures and experience stories. These stories allow your child to relive an experience. They also provide your child with the opportunity to hear and see the language that was part of that experience **over and over again**. Pictures of actual experiences – whether they are photos or sketches – in which your child was a firsthand participant can be used.

Pictures can also allow you to talk about an event before and during the experience, as well as after it happens. All children enjoy stories and picture books, and those you make for your child are especially meaningful to him. You can tailor the books to his interests and experiences.

Learning language is a hard job, both for you and for your child. Your child will learn best if he is in good health. Your child should have regular checkups by a doctor or a well-baby clinic. The doctor or clinic will see that he is immunized against many diseases. These immunizations are important and you should keep a record of them as part of your child's health record.

In addition to regular checkups by your child's doctor, your child should have his vision checked by an ophthalmologist, and his hearing checked regularly by an audiologist, who will refer you to an otologist if there is an indication of middle ear problems. By age two to two-and-a-half years, your child should visit a dentist. And, do your best to provide your child with a well-balanced diet, adequate sleep and exercise. These are all important for a growing body!

Your child's health is a precious gift. We hope this lesson will reinforce what you are already doing to keep your child in good health, and perhaps give you some additional ideas.

John Tracy Clinic

JOHN TRACY CLINIC

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Los Angeles, California 90007

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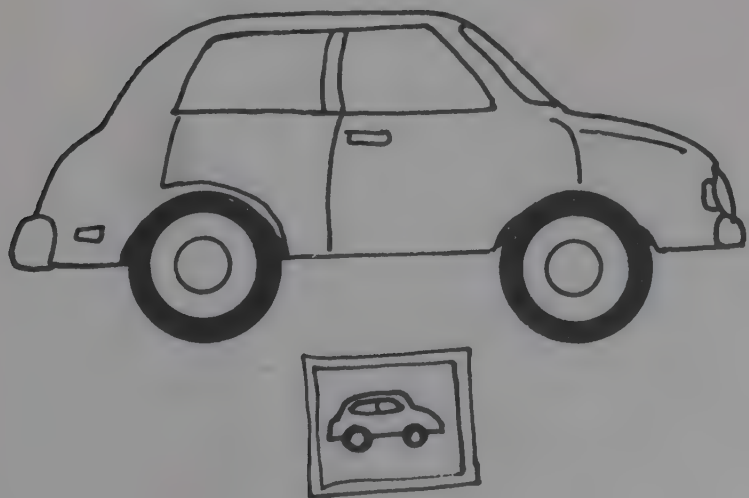
Communication

PICTURES AND EXPERIENCE STORIES

Talking to your child about the here and now – the present – is important. It is important because you can match your words to your child's thoughts. Putting his thoughts into language is the most efficient way to teach him language. However, there will be times that your child can gain a better understanding of what you are saying and what is happening with the addition of pictures. He may not yet have developed enough language to understand through your words alone.

Explaining with Pictures

We have said many times in these lessons that pictures can be extremely helpful in explaining your words and situations to your child. They can also provide a way to remind your child of past events or even to help him anticipate the future. And pictures of past events can be used to make experience books that you can use to build your child's language. Furthermore, pictures and experience stories as described in this lesson give your child the opportunity to listen to, to see, and use language that grew out of **real experiences**. They will be significant to him because he was or will be a **firsthand participant**.

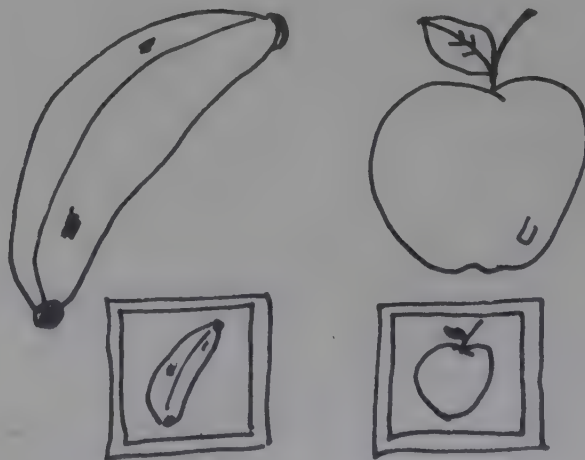


Before your child can recognize that pictures can represent situations, he must realize that two-dimensional pictures can represent three-dimensional objects. If your child has enjoyed matching pictures to real objects or events, you know he now associates a picture with the real situation. You can now use pictures to explain situations.

USING PICTURES TO BUILD COMMUNICATION

As we have said, pictures, whether they are photos, sketches, or cut from magazines, books, or catalogs, are helpful tools in building communication. You may already be using pictures in many ways. For one thing, pictures can be used to represent items your child may not be able to name. The **EVERYDAY ACTIVITY** in this lesson will discuss how, for example, you can use pictures during a trip to the grocery store.

Pictures can also help you explain situations to your child. Furthermore, they allow you to talk about an event before, during, and after its occurrence – thus tying the present with the past and future.



There will be many times when you will find a pictorial clue helpful in explaining to your child what you are talking about, what has happened, and what will happen. There are countless ways you can use photographs, sketches, and pictures!

Photographs

Photographs can be wonderful aids to language development. You need not be an expert photographer or own an expensive camera to take meaningful photos. If you have an instant camera – or can afford to invest in an inexpensive one – it may be very useful. Pictures can be taken at the appropriate moment, then immediately shown to your child and talked about.

Photos have the advantage of being realistic. If you have a camera, Keep it handy – loaded with film and flash – so that you can snap those wonderful unexpected pictures.

Sketches

Sketches and drawings are another way of providing pictures for conversation, and to explain events that have happened and will happen. Some events are just not easily or practically photographed – and photos can become expensive. If you are blessed with artistic talent, use it! Your child will surely benefit. And, even if you are like most of us – without special artistic skill – your simple drawings can still delight and interest your child. Sketches and drawings can be very simple. Stick figures get the idea across just as well as beautifully-drawn ones. With a little practice, you may surprise yourself.

Using a Chalkboard

A small chalkboard, permanently located in an area where you and your child spend a good deal of time – such as the kitchen or





family room— is a splendid aid to conversation. Such a chalkboard will be helpful now and in the future. Its uses are limitless, and the uses will change and grow with your child.

A quick sketch on a chalkboard may help you show your child that **you understand** what he is saying. Draw a picture of what you think he is trying to say, then talk about it. As your child grows, he may want to use the chalkboard to help explain his thoughts to you.

If you do not have a chalkboard, a magic slate can be used in the same way. Or, you might find that a clipboard with a shiny white surface might also be helpful. You can draw on it with a bright-colored (water-based) magic marker and just as easily “erase” it with a dampened cloth or tissue.

Or, you may find it helpful to carry a notebook with you. You can make quick sketches of events as they occur. Your child will be able to link the real experience, object, or person to the picture if it is done as he watches, and your explanation will be most clear. And later, the picture may help him to remember the experience, object, or person. Then, you will have another chance to talk about it.

Pictures

Don't overlook the wealth of pictures available in magazines, catalogs, and books. Suitable books can often be purchased quite inexpensively at book fairs and yard sales. Parents often find it helpful to set up a picture file where pictures are kept until needed. Other family members, including brothers and sisters, may enjoy collecting pictures for the “file.” You can collect pictures of a wide variety of objects, places, people, and special kinds of events.

PAST, PRESENT, AND FUTURE

Preserving the Past

Using pictures representing past events will help your child recall the event **and** give you a chance to reinforce language associated with what happened.

For a young child with limited communication skills, you may want to start with a simple sketch following an experience. Let your child observe you as you draw a picture on a piece of paper. Point out the real objects that were part of the experience; name them and then name those in your picture. This will help your child to make an **immediate** association between the real person or object and the pictorial person or object. Then you can write a simple sentence (use manuscript print-

ing – see example on the following page) at the bottom of the page. Examples might be something such as:

Ricardo went to the park.

OR

It snowed.

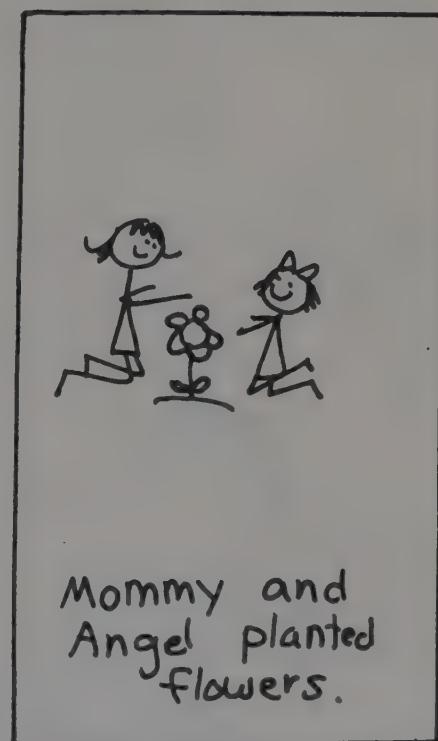
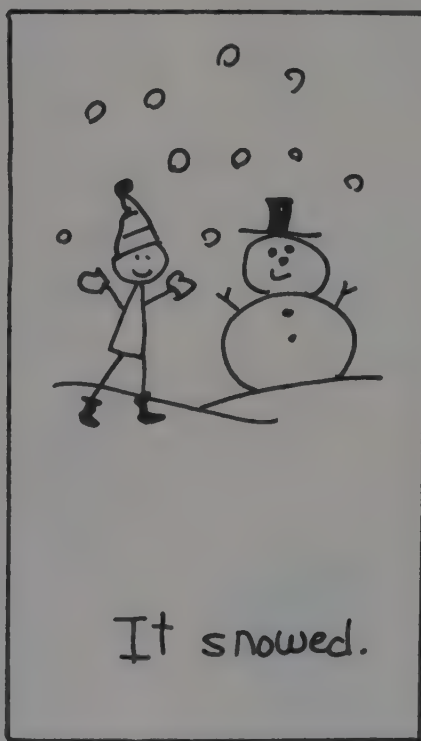
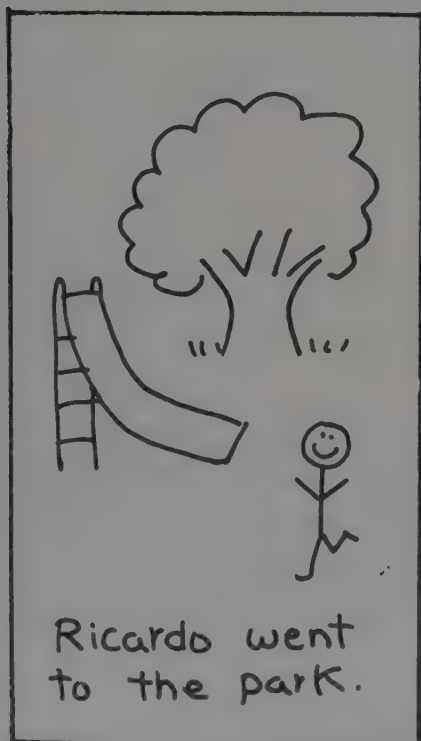
OR

Mommy and Angel planted flowers.

You can use these pictures later to talk about the enjoyable experience, or to help your child anticipate when the situation will occur again. Pictures such as these can also be used to make an experience story with your child. We will talk more about experience stories later in this lesson.

Explaining the Future

The ideas of “what we are going to do” or



MANUSCRIPT ALPHABET

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

1 2 3 4 5 6 7 8 9 10

“what will happen next,” are difficult concepts for a hearing-impaired child to understand. But with planning, it is possible to talk to your child about future events so he can share in the pleasure of anticipation and understand what will happen. Pictures can be very useful in helping your child be ready for a future event or even a change in activity. For example, a small sketch on a chalkboard can alert your child to any number of events: time for lunch, bathtime, a little friend is coming to play, a trip to the park, or even that a trip to the park is doubtful because it may rain. They may also help him understand an event that might be a little frightening, such as a trip to the doctor or dentist.

Before leaving on a visit or trip, show your child a picture of where you are going. It can be a photo, sketch, or even an appropriate picture that you have clipped from a newspaper or magazine.

Pictures can help your child look forward to special events at home, too. Pictures of holiday celebrations and birthdays can aid your child in learning about these important events in a young child's life.

Planning is the Key

Planning is the key to making the most of learning opportunities. Keep in mind the following suggestions:

1. Talk about an event or outing **before** it occurs, using pictures to help your child understand what will happen.
2. Talk about what you do and see **during** the event or outing. Use pictures you have or make new ones to explain what is happening.
3. Talk about the event or outing **after** the experience, using pictures to help your



child remember.

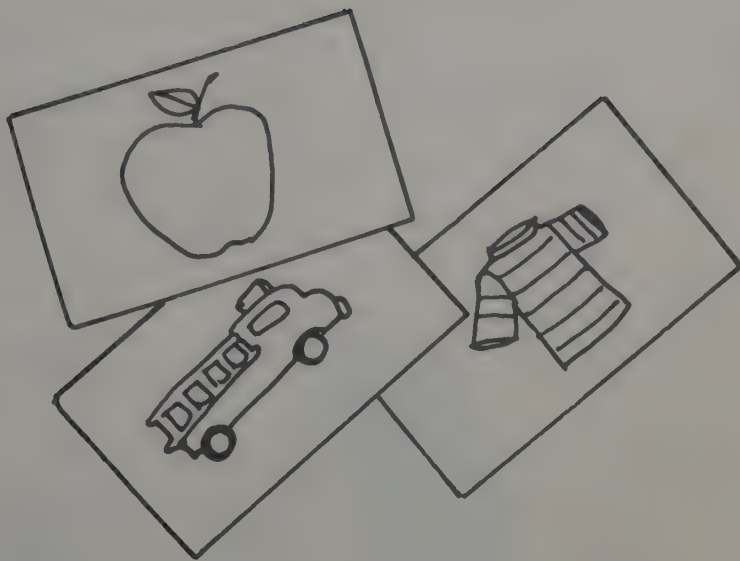
KEEPING PICTURES

Pictures can be kept and organized in various ways, depending on how you plan to use them.

Picture Books

Perhaps you have already made a picture book for your child, following the suggestions in the THINKING ACTIVITY in Lesson Seven. You might want to make one now. One booklet could illustrate “Foods We Eat,” another “Clothes We Wear.” Still others could be “People We Know,” “Places We Go,” or “Things That Go” (cars, trucks, boats, etc.). You might want to review the THINKING ACTIVITY in Lesson Seven for more ideas.

You can also put pictures on file cards. Paste



or draw pictures on each card. Have one picture or one experience to a card. This will help your child to focus on the single idea and will make it easier for him to associate the language with the person, object, or experience shown.

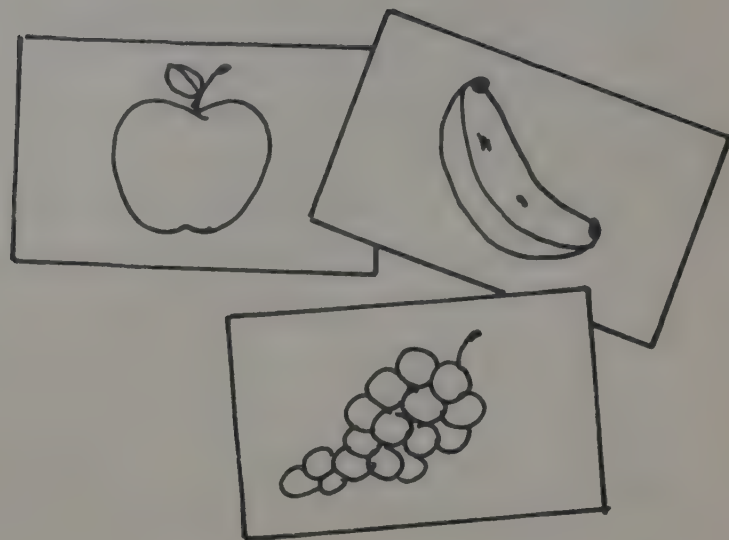
Print the name of the object, person, or event at the bottom of the card. The picture cards are useful in helping your child understand what you are talking about and can also be used in other ways. For example, on one day, a picture of an apple could be part of a group of foods your child likes to eat; on another day, part of a store list; and on still another day, something red.

YOUR CHILD'S WORLD

Collect pictures of people and objects that are part of your child's world. They can be used to provide a wealth of opportunities for talking and learning.

Family

The most important people in your child's life are the members of his immediate family. Do you have photographs or sketches of family members? These can be used in countless ways. They provide the opportunity for repetition – as your child listens to, sees, and eventually says the names of family members. Pictures of family members can be used when



talking about them in their absence. Laundry can be sorted and matched to pictures of the family member to whom it belongs. A picture of Daddy or an older sibling can be used to alert your child to their arrival from work or school as you say, "DADDY'S HOME," or "HERE'S MICHAEL." Or a picture of a younger sibling who may be awakening from a nap can be used to explain, "LISTEN! CARLA'S AWAKE."

Me, Myself, and I

No family picture collection would, of course, be complete without pictures of your child himself. After all, his favorite subject – like everyone else's – is himself. Pictures of your child help him develop his self-concept. Take a photo or draw a picture of your child. Show it to him pointing out similarities such as hair coloring, the clothing he is wearing, etc. A scrapbook of pictures of your child at different times, doing different activities will be of interest to him as well. Print a caption at the bottom of each picture. For example:

Reggie is riding his trike.
Martin is planting flowers.
Penelope and Daddy are running.

Other Family Members

Collect pictures of the other family members as well. Your pet's picture certainly belongs in

your family picture collection, too. Pets are often especially important to children.

Neighborhood

Pictures of significant people and places in your neighborhood have similar uses. Pictures of your child's playmates, their homes, the park or playground can add meaning to many conversations.

School

If your child attends school or preschool, pictures of his school, teacher, and classmates will help you talk about them after school. Pictures may also help your child explain school happenings to you. Pictures can help your child explain "who" and "what," and make communication easier.

Other Pictures

Other pictures of places and people you can collect for future use are:

Therapist

Audiologist and the clinic or
speech and hearing center

Babysitter and her house

Doctor

Dentist

Stores

Shopping Centers

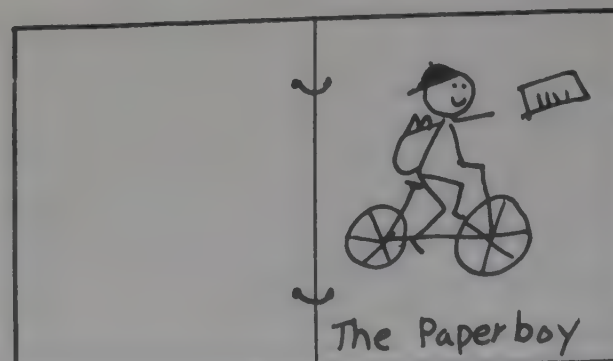
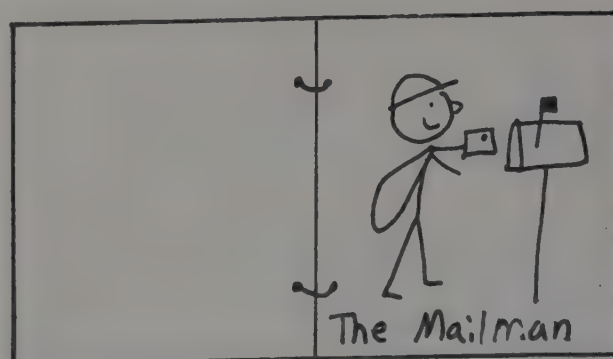
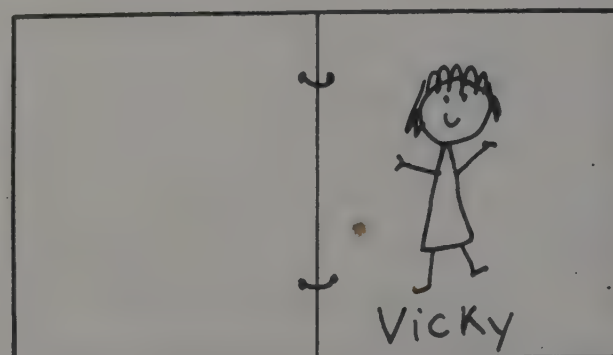
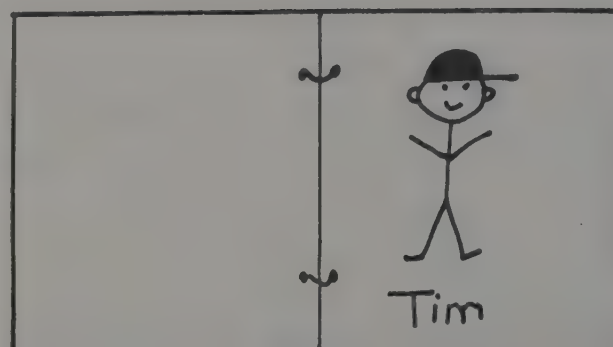
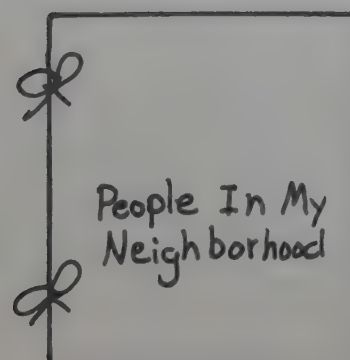
Gas Stations

Parks and Playgrounds

Swimming Pool

Zoo

You can think of many others that will be appropriate for your child.



EXPERIENCE STORIES

When your child begins to understand the use of pictures for explanations, they can help you with specific language lessons. It can make lessons even more fun and enjoyable for you and your child.

These stories should be about your child and experiences he has had recently. They will differ in subject and content depending on your child's interests. Anything your child does can become an experience story. The greater your child's interest and enthusiasm for the experience or activity, the more he will learn from the experience story. Language is easiest learned and longest remembered when it grows out of a memorable experience!

You can make an experience story out of many simple activities you share with your child. As you follow many of the EVERYDAY ACTIVITIES with your child, you have many opportunities for experience stories. The "Bedtime" game in Lesson Five describes some ideas for experience stories. We have presented just a few ideas. You can think of many more.

Preparing for an Experience Story

Plan a simple activity for you and your child to share. During the activity, you might take a photograph or two, draw a few sketches, or even save an item that your child will later recognize as part of that activity.

After you have finished the activity, sit down with your child to "write" the story. You can use a notebook, blank pieces of paper, or construction paper. Collect the pictures or props before you begin.

The language and number of pictures you

use will depend on your child's language level and amount of experience he has had with this type of story. An experience story can be one picture in length, or you can use as many as you like.

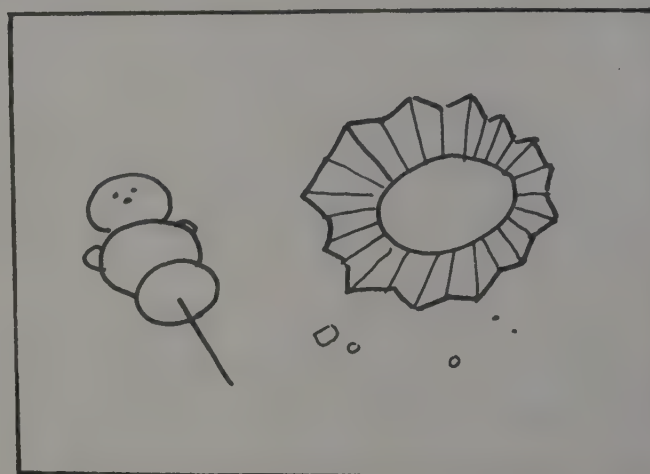
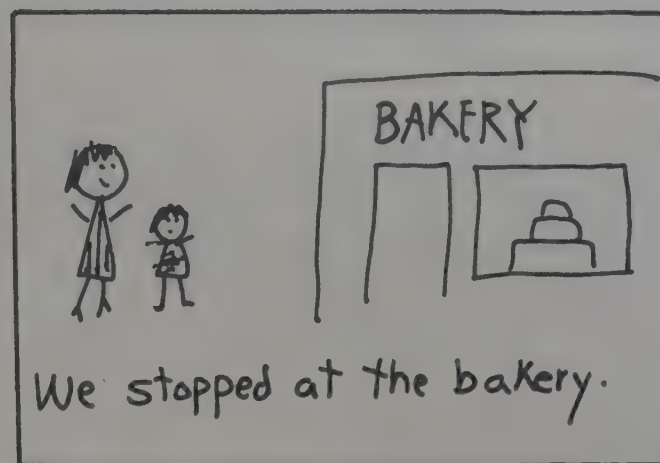
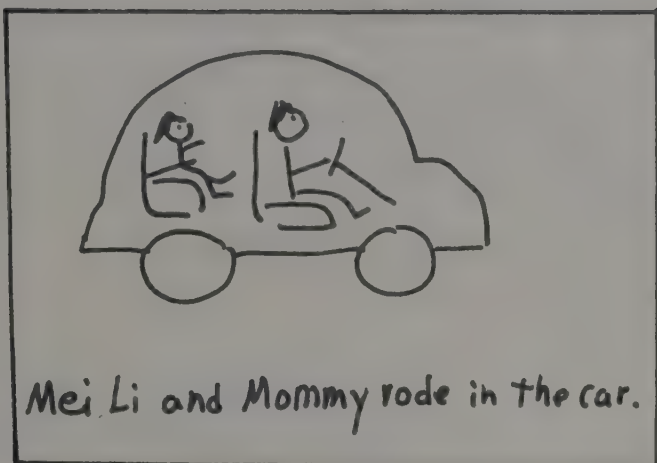
The Language of an Experience Story

As much as possible, the language of the



experience stories should be your child's own language. As you talk about the pictures you have selected, encourage your child to name objects in the pictures or use any language he has connected to the situation. This will truly make it **his** story! Of course, you will need to expand his language.

As you talk about the pictures, and paste them on the pages, print a short sentence underneath each one as we discussed earlier in this lesson. At this point, we know your



child will not be able to read the words. But exposing him to the printed words will give your child a foundation for later learning to read. Also, it makes it possible for you to reinforce the same language later.

Here is an example of how a simple cooking experience, making pudding, can become an experience story for children at different language levels.

If your child is quite young and has limited language, a simple sketch or photograph showing your child making the pudding can be a "story." At the bottom of the picture, you could print:

Ryan made pudding.

Or, if your child is a bit older and his language a bit more advanced, two pictures can tell the story:

Ryan made pudding.
Ummm! The pudding was good.

As his language grows, you can make the story still longer, adding different pictures:

Ryan made pudding.
He opened the box.
He poured the milk.
Ryan stirred the pudding.
Ummm! The pudding was good!

Another example of a more advanced story involves the simple activity of getting up in the morning. Remember to use a separate page and picture for each sentence:

It's morning.
Jesse woke up.
Jesse took off his pajamas.
He put on his shirt.
He put on his pants.
He put on his shoes and socks.

BUILDING YOUR CHILD'S OWN LIBRARY

When you have finished talking about the activity, and have discussed each picture and printed a sentence for each one, you can connect all the pages to form a book. Use string, yarn or metal brads to connect the pages.

Rather than using single sheets of paper, you can make the booklet by folding sheets of 8½"x11" construction paper in half, cross-wise. You can also cut sturdy grocery bags into pages this size. Punch two holes in the fold and lace a cord, piece of yarn, or shoe-string through the holes. Tie the ends together.

No books you purchase will have as much meaning as ones you make about your child's own experiences. You can make many ex-

perience books for your child to keep. Keep the books in a handy place so your child can reach them. You may find that he will often look at these many times, and perhaps even explain them to a younger brother or sister.

PICTURES AND COMMUNICATION

The inability to communicate certain concepts to your child can be quite frustrating. But, you may find that using pictures can make many situations clearer to your child. It can help give him a more concrete idea of what you are trying to tell him. As you begin to make experience books with him, you can help him remember past events. In addition, your child can be better prepared, and even learn to look forward to future events.

USE THIS PAGE TO DESCRIBE ONE OF THE EXPERIENCE BOOKS YOU HAVE
MADE WITH YOUR CHILD. USE AS MANY "PAGES" AS NECESSARY FOR
YOUR LANGUAGE AND PICTURES.

--	--	--	--

Was any of the language you used your child's own?

--

We realize that your experience books will vary in length according to your child's age and language abilities and the story itself. Add more squares if necessary.

PLEASE SHARE A COPY OF THIS WITH US. IF YOU WOULD LIKE.

You and Your Child

YOUR CHILD'S HEALTH

Children differ from adults in several ways but none is more obvious than the fact that children are growing. A child will grow best with the greatest chance for health when he has the advantages of basic safeguards combined with sufficient freedom to develop fully. Certain medical procedures, periodic examinations, proper nutrition, and conditions that lead to a happy emotional growth and adjustment are essential to good health.

Keeping Your Child Healthy

Your child's health is precious, and it is well worth striving vitally to preserve it. Your interest in, and concern for, your child's health is important.

If you are reasonably well-informed concerning health and disease and know your child, you will be able to recognize when something is wrong. You will be able to use good judgment concerning your child's health, and in deciding when to seek professional advice concerning your child's health. We hope this lesson will give you added information helpful in keeping your child healthy.

WORK WITH PROFESSIONALS

Sometimes there is a tendency for parents to discount their own judgment and knowledge about their child. However, your good judgment and intimate knowledge of your child will help tremendously when it is necessary to consult with your doctor. Working together with the health professionals will help all of you get a complete picture of your child's health and development, and provide him with the best health care possible.

In this age of specialization, children often visit many health professionals – family physician, pediatrician, otologist, ophthalmologist, dentist, etc. You as the parent have the advantage of having the total picture about your child's health. One of your primary responsibilities involved in parenting is providing accurate information to the health professionals serving your child.

Keeping a Health Record

If you do not have a health record for your child, begin now to keep one. This record would include immunizations, allergies, illnesses, hospitalizations, and any other medical information that is pertinent. There is no one specific way to keep this record. However, the following tear-out page can be used to

record your child's immunizations. If you do not have the information concerning your child's immunizations, check with your family doctor or pediatrician who can provide this information.

Set up a separate page for each doctor your child sees. It may take a little time now to set up your child's record. But, once set up, it will be easy to keep it accurate and up to date. And, the information will be needed on many occasions.

DOCTORS AND HOSPITALS

Periodic visits to the doctor or well-baby clinic are an important part of keeping your child healthy. A child should be under the supervision of a doctor right from birth.

There are three important reasons for arranging regular checkups for your child. First, they allow your doctor to detect any early signs of illness. Second, they allow the doctor to observe physical progress, including increases in height and weight. Also, they give him the opportunity to check your child's vision, glands, and internal organs. This way, the doctor can protect your child's health. Third, regular checkups are the best way for you and your child to get to know your doctor, and for your doctor to get to know you.

With periodic visits to the doctor, your child will become familiar with the doctor's office, its equipment, the nurses in their white uniforms, and the medical procedures. All of this can be frightening at first to a young child — especially if he only visits the doctor when he is ill. Visiting the doctor when he is not ill will allow your child to learn about the procedures, become familiar with the surroundings, and get to know the doctors and nurses when he is relaxed and comfortable.

Choose a doctor with whom you feel at ease in discussing your child and in asking questions. At the beginning of your visits, be sure to give your doctor some suggestions for communicating with your child. The doctor may be a general practitioner, a family medical specialist, or a pediatrician.

Whether you take your child to a private doctor, a well-baby clinic, or another health facility, it is important for you to follow the schedule for regular checkups set by the doctor or clinic. If your doctor or clinic does not set up a schedule, your child should probably have a checkup once a month during the first year of life, once every three months during the second year of life, and once every six months thereafter until he is five to six years of age.



CHILD'S HEALTH RECORD

NAME _____ DATE OF BIRTH _____

ADDRESS _____

DOCTOR _____

ADDRESS _____

TELEPHONE NUMBER _____

IMMUNIZATIONS

_____	Dates	_____	_____	_____
_____	Dates	_____	_____	_____
_____	Dates	_____	_____	_____
_____	Dates	_____	_____	_____
_____	Dates	_____	_____	_____
_____	Dates	_____	_____	_____
_____	Dates	_____	_____	_____
_____	Dates	_____	_____	_____

SENSITIVE TO:

Foods _____

Drugs _____

Allergies _____

Other _____

ILLNESSES

Name of Disease: _____ Date _____

Name of Disease: _____ Date _____

Name of Disease: _____ Date _____



A Word of Caution

Be matter-of-fact and calm about visits to the doctor. Be truthful with your child. If an inoculation or treatment will hurt, don't tell your child that it will **not** hurt. If you tell your child something won't hurt and it does, it will be difficult for him to believe you in the future. Instead, you might emphasize that it will hurt at first, but will feel better later.

Immunizations

Children today are fortunate. They can be immunized against many childhood diseases that were a major concern in the past. How fortunate you and your child are to have such protection available! Yet, surprisingly, large numbers of children are not immunized. Don't let your child be one of these unprotected children! Your doctor or well-baby clinic can

provide information concerning the appropriate types of, and times for, immunizations. If you are not certain when, or whether your child has been immunized, check with your doctor. Add this information to your child's health record. Boosters keep your child's immunization current and should be recorded on your child's health record.

If Your Child Is Sick

If your visit to the doctor is prompted by illness, be prepared to explain your child's symptoms to the doctor or nurse. For example, describe the symptoms, and when they began. Note whether they have become worse or stayed the same. All this is important for the doctor to know. When you telephone your doctor about your child's illness, have this information ready. Also know your child's temperature. Of course, if the telephone call is an emergency, state this fact first.

If your doctor prescribes medication, be sure to mention the names of any drugs your child is allergic to. You should also ask if the drug prescribed has any possible ototoxic (damaging to the ear) side effects. These should be discussed thoroughly with your doctor.

If your child does have an allergic reaction to a drug, it is also important to leave this information with anyone who cares for him. Additionally, your child should wear a medical alert bracelet if he has a severe reaction to any drug.

Going to the Hospital

If your child must go to the hospital, it is important for you to prepare him. There are several good books that help prepare children for hospital stays. Because your child is hearing-impaired, it is even more important that you

prepare him. This preparation will require time, patience and imagination, but will be worth the effort.

A visit to the hospital beforehand, if this could be arranged, would be especially beneficial to your child. Enlist the aid of your doctor – who is familiar with your child and his hearing impairment – to set up such a visit.

When a little child must be hospitalized because of serious illness or injury, parents are understandably concerned and anxious. If your child needs to be hospitalized, try not to let your child feel your anxiety. Don't forget that he is also concerned and anxious. Reassure him by trying to explain where he is going. Tell him there will be nurses who will care for him and help him get better. Let him take a favorite toy or two with him – soft, cuddly toys are especially good. If at all possible, arrange to stay with him in the hospital. Many hospitals permit a parent to

stay with a very young child.

If your child must go to the hospital in an emergency, it is important that at least one parent accompany him. If he is to ride in an ambulance, one parent should ride with him and remain with him in the hospital. This may help to calm his fears.

DENTAL CARE

Children should begin to visit the dentist early in life, ideally around two to two-and-a-half years of age – when most of the baby teeth have erupted. Taking your child to the dentist early is important for several reasons. Early checkups allow your dentist to detect and treat problems that may not be apparent to you. In addition, the dentist or dental hygienist can help teach your child about practicing good dental care at home. Of course, chances are that your child will have



no problems on his first few visits to the dentist. This does not mean that these visits are unnecessary. Far from it! These early visits will allow your child to develop a good feeling about visiting the dentist **before** he needs treatment for cavities or other problems.

Perhaps you already have a family dentist who is good with young children. If not, talk to friends who have children a little older than yours. Or, you could check your local dental society to locate a dentist who is good with young children. Call the dentist's office prior to your first appointment. Explain briefly about your child's hearing impairment. Ask the dentist if he, or his assistant, will take a little extra time to familiarize your child with his office, procedures, and tools. Such an orientation combined with regular early visits will make a visit to the dentist, when a problem arises, more comfortable for your child.



Prevention is the Key

Prevention is the key to good dental health. While children – like adults – differ greatly in their susceptibility to tooth decay, prevention can help everyone. An adequate diet which includes milk, fruit, green leafy vegetables, and eggs will help to build strong, healthy teeth.

Today many children have fewer cavities because more and more towns and cities are adding fluorine to their water supplies. This seems to have resulted in a significant drop in tooth decay. Also, in some cases, your dentist may wish to give fluoride treatments.

And, of course, at about age two, your child should begin brushing his teeth. Most two-year-olds are interested in watching their parents brush their teeth and will willingly brush their own. At first your child won't be too efficient, but gradually, with a little help from you, he can learn to brush carefully.

VISION CARE

Vision Assessments

While it is important for **all** young children to have their vision tested during the preschool years, it is especially important for young hearing-impaired children. Vision is an important sense for learning in young children, especially for hearing-impaired children.

Your child's vision should be checked when he is quite young – age two is certainly not too young. However, if at any time you suspect your child has some difficulty with his vision, you should have it checked immediately. We suggest that you take your child to an ophthalmologist – a medical doctor who specializes



in the eyes. If you live in or near a large metropolitan area and can locate a pediatric ophthalmologist, this is even better.

Defining Some Terms

Ophthalmologist – a medical doctor who specializes in eye care. He is qualified to check vision and to examine the eyes for disease.

Pediatric ophthalmologist – an ophthalmologist who specializes in treating children.

Optometrist – one who examines eyes, and prescribes glasses or lenses, when necessary. He is not a medical doctor.

Optician – one who grinds eyeglass lenses to prescription.

The Eye Examination

Talk to the doctor prior to the examination. Explain that your child is hearing-impaired and may have difficulty following directions. In some cases, the ophthalmologist may be able to suggest ways that you can prepare your child at home so that he will be able to respond.

Do not delay in having your child's vision tested because you fear your child will not be able to respond, even with advanced preparation. There are objective tests which require no responses from your child. Ophthalmologists can tell a great deal about your child's vision even if he is unable to respond due to age or communication skills.

HEARING ASSESSMENTS

Regular Examinations

Young hearing-impaired children need **regular** audiologic and otologic examinations. Your audiologist will tell you how often your child should have his hearing checked. Older children are often tested yearly, while young children are often tested every three to six months. Follow your audiologist's and otologist's advice. Children differ, and the frequency of tests and examinations is dependent upon many individual factors.

Young Children and Middle Ear Problems

Young children are often subject to frequent middle ear infections. These are a major concern for parents of children with sensorineural hearing loss. While middle ear infections seldom result in severe hearing loss, they can (temporarily) add a substantial component to your child's loss.

A middle ear infection causes fluid to accumulate behind the eardrum. You cannot see any evidence of it, but it can result from allergies, head colds, or other upper respiratory problems. It is important to be on the lookout for such a problem, because a middle ear infection can go unnoticed for a long time in a young child. If you notice a sudden change in your child's response to sound, especially following a cold or upper respiratory infection, this could signal a middle ear problem. Other indications of a middle ear problem may be your child tugging at his ear, crankiness, or discharge from the ear.

In the not too distant past, testing for middle ear problems in severely and profoundly deaf children was difficult. Today, fortunately, a simple test of middle ear function called **tympanometry** is quickly and routinely performed as part of most audiologic examinations. An otologist may also be able to determine whether or not there is a middle ear

infection present.

If you suspect a middle ear problem, check immediately with your child's doctor or otologist.

Assessing the Hearing of a New Baby

If you have a new baby in the family, it is wise to have the new baby's hearing checked by your audiologist. This is especially important if your child's hearing impairment was congenital (from birth) or if the time of onset and cause are unknown. Many hospitals today have hearing screening procedures for newborns. Some hospitals have even begun to screen infants for a hearing loss before they leave the nursery. If your hospital does not have such a screening program, check with your audiologist about setting up a test for the new baby. It is important that your baby's hearing be checked before six months of age.



DIET AND SLEEP

A Well-Balanced Diet Helps a Child Stay Healthy

There is a difference between a child eating a lot and being well-nourished. To be well-nourished, a child needs a well-balanced diet. He needs food that provides the variety of nutrients needed by his growing body for building and repairing itself, for regulating



and protecting itself, and for energy. Your child's doctor can provide information about an appropriate diet for him.

There is increasing interest in and knowledge about nutrition, as concerned parents are becoming more conscious of getting nutritious food for their money. One simple way to improve nutrition and cut food costs is to avoid "junk food." Not only is this usually

expensive, but it also offers little in the way of nutrition. Children can learn early in life to eat nutritious snacks – fruit instead of candy or potato chips, milk or juice instead of soda pop.

Parents, like children, need a nutritious diet. Your child will learn much about eating from your example. Then too, you, like your child, will feel better, have more energy, and an enriched sense of well-being, if your diet is adequate, well-balanced, and nutritious.

Try a Weekly Food Plan

A weekly food plan and weekly shopping can aid in planning well-balanced meals. Take advantage of fresh fruits and vegetables in season – they can be delicious and economical.

Eating Problems

Eating problems can result from over-concern on your part. Children have differing needs for food, and most young children will eat what they require. Don't let your good intentions to provide your child with a healthy diet slip into anxiety and nagging. These often cause or aggravate eating difficulties. If you feel your child has an eating problem, discuss it with your doctor. Also, ask for our special paper concerning eating problems in young children.

Sleep

Good sleeping habits – like good eating habits – are important for children and parents alike. There is no set amount of sleep that is required. Children differ, as adults do, in the amount of sleep they need. If your child is healthy, happy, and appears rested, he is probably getting enough sleep.

Many children, however, resist going to bed and to sleep. Often they hate leaving the general activity of the family for the isolation of going to bed. Be sure to remind your child beforehand that it will soon be time for bed. Provide some quiet activities for a short time before bedtime. Often a bedtime story, after your child is in bed will ease the transition. There are some additional suggestions in the "Bedtime" game in Lesson Five. If your child resists, remain calm and matter-of-fact. Act as if you, if not your child, are truly convinced that this **is** the end of the day, the time for him to go to sleep. Usually a child will accept this.

If you continue to experience difficulty with your child at bedtime, ask for our special paper, "Bedtime."

Exercise

In addition to the appropriate nutrients and rest, your child needs much opportunity to make his body strong through exercise. Give him many opportunities to use his muscles in many ways – running, jumping, rolling, etc. As we've said before, play is the real work of childhood!

KEEPING CURRENT ON RESEARCH

In our rapidly changing society, new information is constantly being discovered. It is important for you, as parents, to keep abreast of new developments in the field of health, and especially in the area of hearing impairment. Often journals in the field of child development, hearing impairment, and speech and language contain information of interest and value to you. You need not purchase these journals. They are available through libraries, from schools or clinics, or from your child's teacher. You may find them interesting and helpful.

HEALTH CARE

Good health is one of the best gifts you can give your child. By working with good health care professionals, making sure your child eats a well-balanced diet and gets an appropriate amount of sleep and exercise, you can assure your child will remain as healthy as possible.

Games and Activities

AN EVERYDAY ACTIVITY

Description: A TRIP TO THE GROCERY STORE

Purpose of the Game:

To provide your child with typical language involved in a trip to the grocery store.

To provide an opportunity for you and your child to enjoy a trip to the grocery store.

What You Need:

You and your child.

A list of the grocery items you will buy.

Pictures of the items you plan to buy.

When to Play:

When you have time to go to the grocery store for just a few items, and are not pressed for time.

What to Do:

1. Choose a time when you and your child have time to go to the grocery store and enjoy the trip.
2. Decide before leaving home what you will purchase. Make a list, and gather pictures



of all the items on the list. You might use labels from cans, hand-drawn pictures, or pictures cut from magazines, of the food items you will buy. Show the pictures to your child.

3. Discuss the items with your child, using the pictures. You might tell him:

"WE ARE GOING TO THE STORE."

"WE NEED SOME FOOD."

"WE'LL BUY SOME APPLES."

"OH, WE NEED SOME CEREAL."

4. Discuss each picture with your child. Make sure that at least one of the items you plan to buy are among your child's favorite foods. This will make him most interested in the trip!

5. When you arrive at the store, let your child sit in the shopping cart. Let him hold the pictures of the items you are going to buy. If you are familiar with the layout of the store, you might arrange the pictures in order of the way you will travel through the store. Your child can help you look for the items as you travel down the aisles.

6. As you remove each item from the shelf,

tell your child the name of it, and show him the corresponding picture on your list. Talk about the color and number as you select your purchases, as well:

"WE NEED TWO BOXES OF SUGAR."

"THE APPLES ARE RED."

"HERE'S THE MILK."

"LET'S GET SOME EGGS."

"MMM, HERE ARE THE COOKIES."

7. Encourage your child to help you find the various items. You may be surprised at how easily he can recognize some of the items you use regularly!

8. Once home, let your child help you carry the items into the house.

"RONNIE, CAN YOU CARRY THE NAPKINS?"

"MOMMY WILL TAKE THE BAG."

"LET'S BRING THEM INTO THE HOUSE."

9. Your child can also help you unpack the groceries and put them away. This gives you another opportunity to talk about the items you have bought.

10. Later, you may want to look at the pictures



again with your child. You can talk about all the items you bought and perhaps, how you'll use them.

Mommy and Henry went to the store.
Henry sat in the cart.
We bought cheese, orange juice and crackers.

Variations:

1. Take your child on an errand other than to the grocery store. You may want to visit a flower shop to buy flowers to plant in the garden, or go shopping for a birthday gift for another family member or a friend.
2. Make your trip to the grocery store to buy things for a special occasion such as a picnic, barbecue roast, or birthday party.
3. Make a book using pictures of common grocery items, like the picture books described in the THINKING ACTIVITY in Lesson Seven.
4. Give your child an opportunity to play "store." Clean cans (be certain they have no sharp edges) and empty containers can be used to stock the "play store." Invite a sibling or friend to enjoy the make-believe game. You can all take turns being "clerk" and "customer."
5. Make an experience story book about your trip to the store. Pictures and language could include:

If Your Child is Ready: Advanced Language and Skills

1. As your child becomes familiar with the grocery routine, you can add to the number of items.
2. You can pretend to "forget" an item on the list. Look puzzled, and ask your child "WHAT DO WE NEED?" Let him match the pictures with the items that you already have in the cart. Encourage him to show you or tell you what you need.
3. Use questions when preparing your shopping list or while at the store:

"WHAT DO WE NEED?"
"WHERE ARE THE ORANGES?"
"HOW MANY DO WE NEED?"
"WHAT KIND DO YOU WANT?"
4. Encourage your child to help you make the list of items you need to buy.

PLAYTIME

Description: A MAKE-BELIEVE TEA PARTY

Purpose of the Game:

To encourage the growth of your child's imagination.

To expose your child to the language of another playtime activity he enjoys.

What You Need:

Play, or real dishes, which are unbreakable.

A table.

When to Play:

Any time.

What to Do:

1. Help your child set the table. You can use a kitchen or dining room table, coffee table, or a small child-sized table, if your child has one.
2. Count the number of "guests" who will be attending, and help your child count out the matching number of plates and cups.
3. When the table is set, sit down with your child. Let him pour you some "tea." Pretend to drink it.
4. Encourage his imaginative play by looking very pleased and say, "MMMM! THAT WAS GOOD." You may even pass your cup and ask for more.



5. Encourage your child to drink his tea, and ask him such questions as: "WAS IT GOOD?" "DO YOU WANT SOME MORE TEA?"
6. Pass a plate of "cookies" as well. You may even want to use real cookies for this!
7. Such a play activity is a good one to share with siblings or friends. Then, everyone can participate and take turns pouring the tea and passing the cookies.
8. If your child has favorite dolls or stuffed toys, they can join the party as well. Your child will enjoy helping the toys drink their tea! You can ask, "DOES TEDDY LIKE TEA?" "DOES HE WANT MORE?"

Variations:

1. You might wash a baby doll with your

child. You will need a washable doll and something to use for a tub, such as a dishpan or a large unbreakable bowl. Also, you will need a washcloth, and possibly some soap.

Let your child bathe the doll. Help him when he needs or wants help, and give him the language for what he is doing:

"GIVE BABY A BATH."

"WASH HIS ARM."

"THE SOAP IS SLIPPERY."

"THE WATER IS WARM."

"OH! NOW THE BABY'S CLEAN."

2. Dressing a doll will give you another good chance to label the parts of the body and articles of clothing. You can either do this separately, or as a follow-up activity to bathing the baby doll.
3. Dressing up in Mommy or Daddy's clothing is a favorite make-believe activity of many children. You may want to offer your child single articles of clothing such as hats you wear, or hats of different occupations, such as fireman, policeman, cowboy, football player, etc.
4. Your child might also enjoy imitating animals. This is a wonderful activity for active children. Show your child pictures of different animals and help him imitate their movements. At first, you may have to model this for your child. This gives you

many chances to use different verbs! Your child will enjoy HOPPING like a bunny, SWIMMING like a fish, CRAWLING like a snake, GALLOPING like a horse, or FLYING like a bird.

5. The "Gas Station" game in Lesson Six is also a good make-believe game. You may want to play it again with your child.

If Your Child is Ready: Advanced Language and Skills

1. Act out the actions of a favorite nursery rhyme or story with your child. A simple story with repeated language such as, "The Three Little Kittens," is an excellent example. Simple props such as mittens, a clothesline and a wash basin may be used, if you wish. But if they are not available, your child's imagination will do!
2. When your child is familiar with a nursery rhyme or story, let him act it out alone the next time you read it.
3. When your child has had practice in acting out the story, let him act it out while other family members try to guess the story. This can easily lead into a simple game of charades, as your child grows. This is fun for the whole family!

A THINKING ACTIVITY

Description: WHAT'S MISSING?

Purpose of the Game:

To give your child the opportunity to use his thinking skills to identify a problem and then, find a solution.

To give your child practice in developing self-help skills in the area of food preparation.

What You Need:

Peanut butter.

Jelly.

Bread.

A "forgotten" knife.

A picture of a "completed" peanut butter and jelly sandwich.

OR

Cereal.

Sugar.

A spoon.

A bowl.

Some "forgotten" milk.

A picture of a "completed" bowl of cereal.



What to Do:

1. Choose a simple meal preparation activity that your child is familiar with and has helped you with many times before. Making a peanut butter and jelly sandwich or preparing cereal are just examples. You may also want to make jello, pudding, or anything else your child has helped you make on previous occasions.
2. Gather the peanut butter, jelly and bread on the kitchen table or counter, well within your child's reach.
3. Show your child a picture of a completed peanut butter and jelly sandwich.
4. Tell your child, "LET'S MAKE A SANDWICH."

5. Encourage him to begin the activity. If he looks puzzled, say, "UH-OH. SOMETHING'S MISSING. WHAT DO WE NEED?"
6. If he doesn't know what to do, lead him to the silverware drawer and help him find a knife. Finish the activity and let your child enjoy the sandwich!

Variations:

1. Repeat this activity several times throughout the next days, omitting a different item each time. Or, use another meal preparation activity.
2. Draw simple pictures of faces, leaving one facial feature missing. Encourage your child to name or show you the missing feature.
3. Draw simple pictures of common household items, with missing parts. For example, a table without a leg, a doll without an arm, etc. Even if your child cannot tell you what's missing, he can point out which part is missing.

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1. As your child's observation and thinking skills continue to develop, you can use pictures showing small details which are missing – like a cat's whiskers.
2. Present situations which require your child to indicate, "WHAT'S WRONG?" Examples are putting a hat on backwards, a jacket on upside down, or the milk in the cupboard. If your child does not notice "WHAT'S WRONG," you can laugh as you indicate, "NO, IT GOES THIS WAY," or "IT BELONGS HERE."
3. You may find or draw pictures which would have something "wrong" in the picture. These games can be fun while encouraging your child to think.

LISTENING

Description: FOLLOWING SINGLE DIRECTIONS

Purpose of the Game:

To give your child experience in listening and responding to a familiar direction or command.

What You Need:

Ten or twelve wads of crumpled paper.

A tray or a shoebox lid.

A wastebasket.

A piece of paper large enough to cover the lower part of your face as you talk.

When to Play:

A quiet time when there is little background noise or visual distraction.

What to Do:

1. Place the pieces of crumpled paper on the tray or shoebox lid. Put the tray and paper between you and your child, perhaps while you are sitting on the floor. Make sure the wastepaper basket is well within his reach.
2. When your child is looking at you, say, "THROW IT AWAY."
3. Guide your child to pick up a wad of paper and throw it in the wastebasket.



4. Continue to wait for him to look, and when he looks, give the command and guide his response if necessary. Always demonstrate to your child that he must wait for the command before he makes the response. If he doesn't wait, encourage him to fold his hands as you replace the paper on the tray.
5. Continue the game until the paper has all been "thrown away."
6. If your child is able to respond with vision and hearing, wait for his eye contact to be sure that you have his attention. Then, cover the lower part of your face with a piece of paper, tilted slightly outward from the bridge of your nose so as not to distort the sound. Give the command, "THROW IT AWAY."
7. If your child does not respond, uncover your mouth and repeat the command.

8. Continue helping him try to respond with his hearing alone by covering your mouth, but if he cannot, repeat the phrase again giving him the help of watching you as well. Remember, your child may not be successful with his hearing alone the first few times you play this game. It takes practice!

Using a dish of raisins, you can say: "EAT THE RAISIN."

Using funny hats on you and your child, you can say: "PUT IT ON," or "TAKE IT OFF."

If Your Child is Ready: Advanced Language and Skills

Variations:

1. Look for opportunities to say, "THROW IT AWAY," throughout the day.
2. Some examples of other commands to be used in a game:

Using balls, you can say:
"THROW THE BALL."

Using cars and a paper tube, you can say:
"ROLL THE CAR."

Using marbles and a paper tube, you can say: "ROLL THE MARBLE."

Using marbles and a big jar of water, you can say: "DROP IT."

1. Give the commands from behind your child's back, directing your voice toward the microphone of his hearing aid. If your child is successful, try increasing the distance between the two of you when you give the command, or provide background noise, such as noise from the radio or television.
2. You can give your child practice in following directions, with his hearing alone, all day long. Use situations in which you know he understands what is expected. If your child is uncertain of what you said behind him, or when he wasn't looking, wait until he looks at you and repeat your request again so he can then also **see** what he's **hearing**.

SPEECH

What to Do:

Description: WHISPERING

Purpose of the Game:

To help your child gain better breath control and learn to produce breath (unvoiced) sounds while whispering.

What You Need:

You and your child.

A helper.

When to Play:

Any time.

1. Have your helper, either your spouse, another child, or another family member, pretend to be asleep. He may either be on the couch, on a chair, or in bed.
2. Approach your helper on tiptoe with your child, holding your index finger in front of your lips.
3. When your child is looking at you, say in a loud whisper, "SHHHH, MOMMY IS SLEEPING!"
4. Take your child's hand. Help him hold his index finger in front of your lips, and, using a strong stream of air, repeat "SHHHH!"
5. Help your child hold his index finger in front of his own lips.



6. Wait expectantly, encouraging your child to imitate, "SHHHH!"
7. If your child makes any attempt at exhaling air, blowing, or approximating the "SHHHH," praise him. Point to your ear and whisper loudly, "I HEARD YOU. YOU SAID, 'SHHHH!'"

NOTE: Do not expect your child to have good articulation on the /sh/ sound at this point. **Any** approximation or forcefully exhaled breath of air is perfectly acceptable, as long as your child does not use his voice.

8. If your child does not attempt the whisper, model it for him again, letting him feel the breath stream from your lips. It might also help to direct the sound toward the microphone of your child's hearing aid to give him maximum auditory clues.
9. If your child begins to use his **voice**, your helper can stir slightly, pretending to begin awakening. You can act horrified, and put the helper to "sleep" again by repeating, "SHHHH!"
10. Encourage your child to imitate your "SHHHH!" as long as his attention span allows, but not more than six or eight times altogether.
11. When the game is finished, help your child awaken the helper with a loud voice, "WAKE UP!"

Variations:

1. Use more "sleeping" helpers if available. Take your child and tiptoe to each one, repeating, "SHHHH, JOEY IS SLEEPING." Help your child to imitate, "SHHHH!"
2. Rock dolls to sleep and put them to bed.
3. Use a doll with eyes that open and close. Alternate whispered "SHHHH!" and voiced "WAKE UP!"
4. Use pictures of people or animals sleeping.
5. For a variation of this game that will help your child increase his listening skills, let him be the one to pretend to be asleep. You and your helper can play the same game.

If Your Child is Ready: Advanced Language and Skills

1. If your child is able, use any of the above variations and encourage him to whisper the **names** of those sleeping, as well as the "SHHHH!"
2. If your child has advanced language skills, you and he can participate in a whispered "conversation" in order not to waken the person sleeping.

Highlights

Pictures preserve the past. They provide endless opportunities for language repetition. They allow your child to have the pleasure of anticipating future events, as well as the security of knowing what is coming next – where he is going, who he will see, and what he will do. Pictures and experience stories help develop vocabulary as well. Use them wisely!

Prevention is the key word for good health. Prize your child's health and work to keep it. Regular checkups insure that your child will be immunized against disease, that his doctor is aware of his growth and development, and allow him and his doctor to get to know one another. Vision, hearing, and teeth need checking, too. Of course, sleep, exercise, and a well-balanced diet are important for you, as well as your child.

SPACE FOR PARENTS' NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

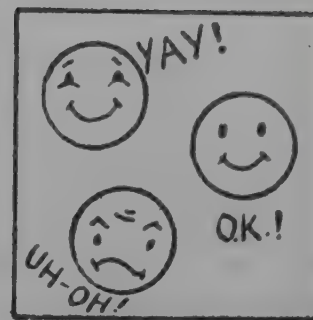
SEND YOUR TENTH REPORT WHENEVER YOU ARE READY.

(There is more space for your notes on the back of this page – or you may prefer a notebook.)

Check Your Understanding: LESSON X

PICTURES AND EXPERIENCE STORIES

HOW MANY POINTS CAN YOU GIVE YOURSELF?



_____ 1. I have collected pictures of places where we often go (market, grandma's house, church, park, gas station, etc.). (1 point for each, 10 maximum)

_____ 2. I have used these pictures with my child. (seldom, 2; occasionally, 4; often, 6)

_____ 3. I have drawn pictures to help explain a frustrating or unpleasant situation to my child. (seldom, 2; occasionally, 4; often, 6)

_____ 4. I have used pictures to help my child anticipate a future occurrence. (seldom, 2; occasionally, 4; often, 6)

_____ 5. I keep a chalkboard or pencil and paper handy and use sketches when talking to my child. (seldom, 2; occasionally, 4; often, 6)

_____ 6. I print a short sentence or phrase under the pictures that I use with my child. (seldom, 2; occasionally, 4; often, 6)

_____ 7. I have collected pictures of familiar people (relatives, store clerks, neighbors, postman, policeman, doctor, etc.) (1 point each, 15 maximum)

_____ 8. I have used these pictures with my child. (seldom, 2; occasionally, 4; often, 6)

_____ 9. I have collected pictures of pets and other animals of interest to my child. (1 point each, 5 maximum)

_____ 10. I have collected pictures of favorite activities. (playing ball, swimming, riding bicycles or wagons, slide, swings, etc.) (1 point each, 10 maximum)

_____ 11. I have used a picture after an event to help my child recall it. (seldom, 2; occasionally, 4; often, 6)

_____ 12. I have made some picture books for my child of objects in different categories. (foods to eat, clothes to wear, things that go, etc.) (2 points each, 10 maximum)

_____ 13. I have made a book for my child containing pictures of himself as he is growing up. (5 points)

_____ 14. I have made an Experience Story Book for my child describing a simple activity we have shared. (1 point each, 6 maximum)

RATING SCALE

If your score was 78-100

FANTASTIC!

If your score was 50-77

VERY GOOD!

If your score was below 50

WHOOPS – YOU NEED TO GET BUSY!

This is for **your** review and enjoyment only. Please do **not** return it to us.

Other Sources of Information and Help

YOU AND YOUR CHILD

Order from:

Baby and Child Care, by Dr. Benjamin Spock, revised edition, 1976.

(One of the classics concerning child care, contains several sections on childhood illness and first aid.)

Common Sense Book of Baby and Child Care, by Dr. Benjamin Spock, 1957.

(Contains many helpful ideas for parents.)

Mother's Encyclopedia and Everyday Guide to Family Health, Parents Magazine, 1981.

(Contains an alphabetical arrangement of subjects pertinent to family health and childrearing.)

Pocket Books
Simon and Schuster, Inc.
1230 Avenue of the Americas
New York, New York 10020

Duell, Sloan and Pearce
60 East 42nd Street
New York, New York 10017

Dell Publishing Company, Inc.
1 Dag Hammarskjold Plaza
New York, New York 10017

We do not require you to read these books. Contact your local library or the publisher for information on prices and ordering procedures. Many other similar books may be available.

FOR CHILDREN

Going to the Doctor, by Althea, 1973.

(Contains wonderful illustrations; the story of a visit to the doctor.)

Dinosaur Publications, Ltd.
Over, Cambridge CB4 5NE
England

Madeline, by Ludwig Bemelmans, 1939.

(A small child is rushed to the hospital for an operation and her friends come to visit.)

Viking Press
625 Madison Avenue
New York, New York 10022

The Berenstein Bears Go to the Doctor, by Stan and Jan Berenstein, 1981.

(The Bear family goes to the doctor for checkups. The pictures are very colorful.)

Random House, Inc.
201 E. 50th Street
New York, New York 10022

The Berenstein Bears Visit the Dentist, by Stan and Jan Berenstein, 1981.

(Sister Bear has a loose tooth, and the whole family goes to the dentist.)

Random House, Inc.

My Dentist, by Harlow Rockwell, 1975.

(Contains excellent pictures and the description of a young child's trip to the dentist.)

Greenwillow Books
William Morrow and Co., Inc.
Wilmor Warehouse
6 Henderson Drive
West Caldwell, New Jersey 07006

What Happens When You Go to the Hospital, by Arthur Shay, 1969.

(Contains excellent black and white photos in a story about a little girl's trip to the hospital to have her tonsils removed.)

Henry Regnery Company
180 N. Michigan Avenue
Chicago, Illinois 60601

JOHN TRACY CLINIC CORRESPONDENCE COURSE FOR PARENTS OF YOUNG DEAF CHILDREN

Discipline—A Matter of Limits

DISCIPLINE—WHAT IS IT?

Think about the word discipline. This word was used for many years to mean the way children were made to do what we wanted them to do—the way we made them obey. Discipline was confused with punishment. When parents spanked a child, made him sit in a corner, or sent him to bed without supper, they usually felt they were “disciplining” him. Many families went by the old adage, “Spare the rod and spoil the child.” Perhaps they didn’t beat, and perhaps they didn’t shout, but they may have seen nothing funny in the lines from “Alice in Wonderland:”

“Speak roughly to your little boy and beat him when he sneezes; he only does it to annoy, because he knows it teases.”

Now we all recognize this as almost a joke, a caricature of discipline. We have a different view on helping our child attain what he must eventually have—self-discipline.

Discipline Means to Learn

The original meaning of the word “discipline” has nothing to do with punishment, nor with forcing a child to conform. It came from a Latin word meaning “to learn.” We would like to get back to this more positive approach. We would like to focus not on instant obedience or punishment when we think of “discipline.” Rather, we would like to think of discipline as a way of guiding a child’s behavior into safe and healthy channels. Your job as parents is to help

your children learn the things they must know if they are to live happily with others.

We Must Set Some Limits on Behavior

We do not want to imply that you must resign yourselves to putting up with disobedient children. You must set necessary and reasonable limits on what they can do, and where, as well as when, they can do it. It is much easier to set these limits—make the necessary rules—before something happens than after. It is wise to have in mind a picture of the kind of behavior you expect from your child, and to remember that your real purpose in setting limits or making conditions is not to restrict and punish your child. The real purpose is to guide his behavior along lines that will insure his safety and health and that will build respect for the rights of others. The more successfully discipline achieves this goal, the less need there will be for punishment, which is something quite apart from discipline.

The Necessary Ingredient For Successful Discipline

Let’s think about the basic requirements for effective discipline: a good relationship with your child. This is both a beginning and an end of discipline. To achieve this good relationship, you must fulfill two conditions. First, you must be comfortable in yourself. Second, you must see your child as a human being with desires and feelings of his own. Family membership requires mutual respect. Your respect for your child will

cause him to learn to respect you. When you are uncomfortable inside yourselves for any reason, as we all are at times, your tenseness and anxiety can make you less available to help your children with their problems. When you fail to respect your child's feelings and his right to express those feelings, you cannot help him manage them, nor can you achieve effective discipline. Often you may need to set some firm and definite limits. Your child may not want to accept them. But if you recognize why he feels a certain way about something, he will more easily accept the "No" or "Not now." He will sense your respect and consideration. He will be more willing to see things your way when you understand and respect "what makes him tick."

SETTING LIMITS

Suppose you are secure within yourselves and comfortable about your child's feelings and the way he expresses them. What can you do in a practical way to achieve discipline? First, when you decide on regulations or limits concerning his behavior, believe them. Have a good reason for establishing a rule. Its purpose must be to help a child learn what he can or cannot do. In other words, you must not set limits just for the sake of setting them. Say, as you often must, "No," "Don't," "Not now," or "Not here," because something is not safe, not appropriate, or because it infringes on the rights of others. Avoid saying these things and attempting to enforce them just to show your authority. When you have faith in the wisdom and fairness of a rule or limit, and in your own ability to set it and see it through, you can say "No" with confidence. And you can be comfortable about helping your child accept it.



Once a Limit is Set, See It Through

We mention "seeing it through." Think well before you say "No." Say it if you must; then stick to it. If you set a limit—telling your child that he cannot have something at the time, that he cannot do something, or that he cannot go outside certain boundaries—you must not only believe in what you say but must carry it through consistently. You must follow through by doing what you say you will do.

Follow Through in Your Own Way

We cannot tell you exactly how to go about helping your child accept limits that are necessary for his safety, his well-being, and the consideration of others. No one can tell you this: it depends on your child. And it depends on you. Everyone has his own way of seeing a limit carried through. One way may be spanking. There have been endless discussions on the subject "To Spank or Not To Spank" whenever parents talk over the subject of discipline. Each parent has to decide for himself what is right, and must do what he is comfortable doing. If the only

way you know how to set limits—and set them you must—is to spank, then spank. The important thing is to look inside yourself and to ask “Why do I spank?” Are you spanking your child to help him learn, or for some other reason? Too much physical punishment could harm any child. But if the heart of a parent is full of love, he will not abuse his child nor beat him. His angry feelings will not be taken out on the child. Have you ever seen a mother bear cuff her cub? She will tolerate just so much. Then, if the cub goes a bit too far, she will reach out her paw and give the cub a little cuff to remind him that there are some things he can’t do. And the little bear learns his lesson!

There Are Better Kinds of Discipline Than Spanking

Although it may seem to you that spanking is sometimes necessary, positive things count most. Teaching and loving go hand in hand. There are other ways besides physical punishment to stop a child before he goes too far. You don’t need to get obedience through fear, threats, bribes, or physical punishment. Children soon learn when you mean business. They rely on you to stop them before they go too far; they

get a sense of security from your ability to stop them when they need to be stopped. Sometimes the reverse of punishment is most effective. Approval and encouragement can be rewards for “good” behavior. Often this positive approach wins more of the kind of behavior you want.

FREEDOM WITHIN LIMITS

It’s easier to set limits and enforce them if we understand the young child’s great need for freedom to explore, to learn, to discover. We must be sure not to expect the unreasonable, nor to set rules solely for our own convenience. Naturally adult rights must be considered. But the rights of children to play freely without much adult interference, to learn by doing, must be recognized. Expect children to have their own way of looking at things and to have their own feelings. Then make every effort to help them find satisfactory and acceptable ways of expressing them. If a child learns at the age of two or three that he can play with water or paint in one part of the house, but never in another, the line is drawn, the limit set. Given freedom to do what he wants in one place, he won’t need to try constantly to do it elsewhere.



In the same way, if he is given freely of love and affection before bedtime, he won't need to fight for it when it's time to settle down to sleep. There are no absolutes in all this. Any child will occasionally test you and the limits you set. He may cry and storm, or wheedle and coax. But if you have carefully thought out the situation and decided that this is something he can or cannot do at this particular time, he won't fight so hard as he would if you were fighting with yourself. He'll take on your confidence that your decision is the right one.

On the Basis of a Loving Relationship, You Acquire An Air of Authority

Like anything that grows, children grow from the roots up. The roots must be planted firmly in good soil: in the basis of a warm and loving relationship and an appreciation of your child as a child. The acceptance of authority, the acceptance that parents have the right to tell a child what to do, comes only if the child is able to give them

that right. And he can do this *only* if he is loved. If he's treated fairly, kindly, and he will learn. Only if you love him will he learn.

Your Child Is One of the Family

Showing your love will consist to a large extent in treating your deaf youngster as a member of the family. Make him a part of everything. Let him share in housework, in play, in trips, and in treats, just as any other child would do. Expect of him what you expect of the others, if you have other children, and give him the same warmth and understanding. Show him what is expected, and don't indulge him because he is deaf. Nor should his brothers and sisters be expected to give him his own way because he cannot hear. He needs to know that he is one of the family; he should not be set apart by being more privileged than the rest—or by being less privileged.



Help Him Learn to Get Along

In advising you to "help him get along," our idea is not that you should try to ignore his deafness. Rather, the idea is—as is the intent of this entire Course—to help you meet your youngster's needs both as a deaf child and as a child. Because of his special needs, his communication needs, it is all the more important that he share the activities of other children—and that he learn to accept necessary limits on his behavior.

As parents, you have to face the fact you, too, must accept some limits. If children are to learn self-discipline, you must give them something to go by. Children learn by observation and imitation. Angry parents are likely to have angry children. Like a little girl who asked, when she saw her father angrily hurl a chair against a wall, "What kind of daddy is that?", you must ask yourselves "What kind of parents are we?" You must be able to stop yourselves when you need to be stopped. Only then can you give your child a picture of the kind of reasonable behavior you expect from him. You must have a kind of picture or plan of the behavior you expect from your child, considering his age, abilities, and limits of understanding. He must have a model or pattern to follow. His most important "model" is you.

ALWAYS LEAVE THEM LOVING

There is a good rule to keep in mind when patience wears thin, as it may when discipline seems difficult. It is simply that we should never allow children to fear we have stopped loving them. Though you may find his behavior irritating, your child's certainty that you love him is as necessary for your peace as for his. If he's not sure of your love, he will constantly test it. He'll back you into a corner every time he gets a chance!

Show Your Love

Life with young children is never easy. Yours may seem particularly difficult because your child is deaf. But it will be full of the deepest satisfaction if you learn to use the patience you have. Show your love for your child, even when you don't like the way he behaves, and his behavior is almost certain to improve.



Back to the Relationship Between You and Your Child

Here we are again at the same door we entered by: you and your child. It is how you feel about yourself and your children that tells you how to help them learn the things they must learn. It is knowing yourself and knowing what to expect from your child that gives you the strength to say "No" or "Yes." It is recognizing his childlike nature, his curiosity, his need to test his new found independence, and his desire to love and be loved that will put discipline in its proper place in the scheme of things. Sometimes an orderly daily routine—a kind of built in discipline—will eliminate many head-on collisions. Flexibility and at least some "child proof" areas (even a corner of a room) will help. But underneath all discipline, no matter how it is carried out, must be a foundation of genuine love.

Other Sources of Information and Help

How to Discipline With Love, by Dr. Fitzhugh Dodson; Rawson Associates Publishers, Inc., 1977.

(Practical advice for parents, stressing rewards for a child's positive behavior.)

Rawson Associates Publishers, Inc.
Distributed by:

Atheneum
122 E. 42nd Street
New York, New York 10017

What Every Child Would Like His Parents to Know, by Dr. Lee Salk; David McKay Company, Inc., 1972.

(A sensitively written section on discipline covers a child's growth from parental discipline to self-discipline.)

David McKay Company, Inc.
2 Park Avenue
New York, New York 10016

Between Parent and Child, by Haim Ginott; The MacMillan Publishing Company, Inc., 1965.

(Includes information on discipline. Helps parents distinguish between a child's feelings and his actions. Explains why spanking is neither effective nor desirable as a form of discipline.)

The MacMillan Publishing
Company, Inc.
866 Third Avenue
New York, New York

New Ways in Discipline, by Dorothy Walter Baruch; McGraw-Hill Book Company, Inc., 1949.

(Though written a number of years ago, this readable book is up-to-date in its ideas and suggestions. Stresses importance of setting limits, accepting a child's feelings, and directing his actions into safe channels.)

McGraw-Hill Book Company, Inc.
1221 Avenue of the Americas
New York, New York 10020

A Parents' Guide to Child Discipline, by
Rudolf Dreikurs, M.D. and Loren Grey,
Ph.D.; Hawthorn Books, Inc. 1970.

Hawthorn Books, Inc.
260 Madison Avenue
New York, New York 10016

(Discusses need for parents to understand
their child's personality and to teach him
to use freedom wisely. Advocates letting
child experience the logical consequences
of his behavior, rather than punishing him.)

4. How have you used quick sketches on paper or chalkboard to help your child understand what is happening?

B. YOU AND YOUR CHILD

1. Tell us how you have prepared your child for a visit to the doctor, dentist or hospital, or how you plan to in the future.
2. Has your child had a hearing evaluation recently? Please share a copy of his latest audiogram with us.

C. GAMES AND ACTIVITIES (Some questions to think about)

What language did you use in sharing these activities with your child? How did you adapt them? What changes did you notice in your child's responses from the first time you played the games to the last?

1. A Trip to the Grocery Store _____
2. A Make-Believe Tea Party _____
3. What's Missing _____
4. Following Single Directions _____
5. Whispering _____

D. MOTHER'S QUESTIONS AND COMMENTS

FATHER'S QUESTIONS AND COMMENTS

If necessary, use another sheet of paper.

JOHN TRACY CLINIC CORRESPONDENCE COURSE
FOR PARENTS OF YOUNG DEAF CHILDREN
PART B-PRESCHOOLERS-LESSON B-X

Parent Report

Date _____ Enrollment No. _____

Parents' Names (Please Print) _____

Child's Name _____

Address (Street & Number) _____

Child's Age (Years, Months) _____

City, State, Zip Code _____

Is This a New Address? _____

Has there been a change? (if so, describe):

In your child's hearing or hearing aid situation? _____

In your child's educational situation? _____

In the family situation? _____

In your participation in classes or a parent group? _____

Return this report form whenever you are ready for the next lesson. If you prefer to answer in letter form instead, please do so. As you share information about your child, we can work together to adapt the lessons specifically for you and your child.

A. COMMUNICATION

1. What kinds of pictures do you have in your picture file?
2. How have you used one or more of these pictures to discuss a past or future event with your child?
3. What activities have you planned that might be good to use in experience stories? Which have you used as an experience story?

JOHN TRACY CLINIC

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(OVER)

PR-X.1

Los Angeles, California 90007

JOHN TRACY CLINIC CORRESPONDENCE COURSE FOR PARENTS OF YOUNG DEAF CHILDREN

Hearing Aids, Hearing Tests, and Your Child

It scarcely seems possible that until recent years hearing aids were seldom seen on children. It probably is safe to say they were *never* seen on deaf babies. There were really two reasons for this.

For one thing, until work was done to make hearing aids practical for soldiers deafened in World War II, hearing aids were nearly as big as the proverbial breadbox. The batteries were closer in size to a modern car battery than to the tiny transistor batteries used in today's hearing aids. The aids were simply too heavy and too cumbersome for a child to carry around.

There was still another reason hearing aids were seldom seen on children. Until about the time hearing aids began being more compact and more efficient, no one—or almost no one—thought that the small amount of hearing deaf children had could prove to be of much value. It is now believed that about 95% of all hearing impaired children have remaining (residual) hearing that, with an appropriate hearing aid and training in learning to listen, can prove to be useful.

Times have changed.

So have hearing aids.

And so has the attitude toward helping every hearing impaired child acquire listening skills. This is not to say that hearing aids give hearing impaired children perfect hearing. They don't. There is always some distortion of sound when it is amplified. But today's aids, as the child develops listening skills, can help him pick up much information about speech and language.

Hearing Aids Became Smaller and More Efficient

These changes did not happen overnight. There was a transition period when hearing aids were no longer so big and bulky, but were still big enough to be a nuisance to a young deaf child. They were powered with vacuum tubes, as were radios, and were about the size of a package of cigarettes. Because of their size they were always worn at body level. Usually they were worn on the chest, in the pocket of a special carrier garment or a pocket attached to an under-

garment. Later, smaller aids, clamped to a headband or fastened to a child's hair with a barrette, were introduced.

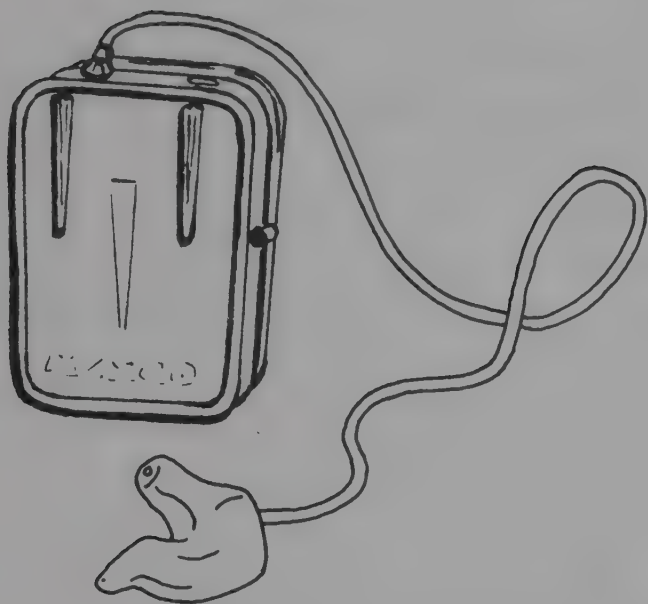
In recent years attention has been given to making hearing aids more efficient and still smaller. Now many aids small enough to be worn behind the ear are seen on both adults and children. Your child's audiologist will recommend the aid or aids suited to your child—either body-level or behind-the-ear (also known as ear-level or post-auricular) aids.

One Aid or Two?

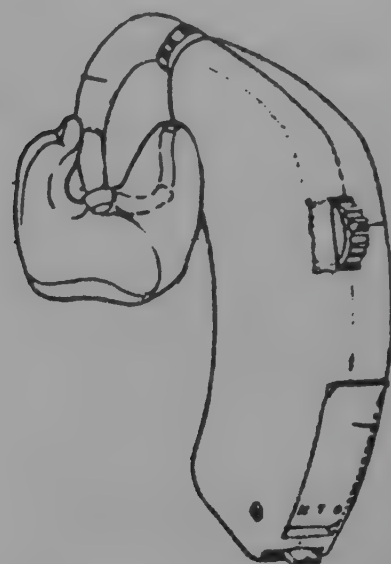
The audiologist will advise you whether two aids, one for each ear, or a single aid would be more helpful to your child. Two aids, each with its own receiver, are sometimes called *binaural* aids. The single aid is *monaural*—amplifying sound for only one ear. Still another variation, seldom seen, is a single body-level aid with a cord to ear-pieces for both ears. (The cord splits into a Y.) This does not allow an individual fitting for each ear. Because of this and because it splits the sound that has been amplified, the Y-cord fitting is not considered as effective as a true binaural fitting. Two aids are usually fitted as soon as possible unless one ear does not function at all.

We go into more detail about hearing aids and their components in our paper on introducing hearing aids and keeping them in good working order. However, to give you a general idea of the appearance of different types of aids and fittings, a few illustrations follow.

TYPES OF HEARING AIDS AND FITTINGS



A hearing aid worn on the body. The microphone and amplifier are in the "box." The receiver is in an earpiece (a "button") attached to a cord connected to the main part of the aid, and snapped on the individually fitted earmold.



A behind-the-ear hearing aid. Much smaller than the body-level aid, its case holds all three components. These are the microphone, amplifier, and receiver. A piece of rigid plastic (the soundhook) is attached to the aid, then flexible plastic tubing curls over the ear to the child's earmold.



Binaural aids. Worn in a carrier garment.



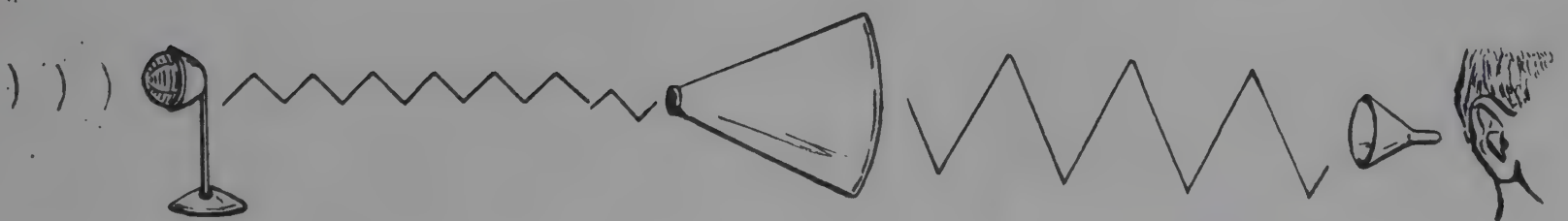
Side view of a behind-the-ear hearing aid. Scarcely visible from the front, and with transparent plastic tubing, this is not very noticeable from the side. It is almost impossible to show a view of a child wearing *binaural* behind-the-ear aids because they cannot be seen from the front.

WHAT DO HEARING AIDS DO?

The function of a hearing aid is to pick up sound and amplify it to a level that makes it possible for the wearer to hear sound—but not to the point where it's hard to tolerate. The hearing aid is not selective. It amplifies background sound just as it amplifies conversation. The following explanation and illustrations may help you form a mental picture of how hearing aids work.

Hearing Aids Pick Up and Amplify Sound

All hearing aids—wearable, desk models, and group aids—have three basic parts. (Desk models and group aids are used in some classrooms.)



MICROPHONE

(picks up sound and changes sound waves to electric signals)

AMPLIFIER

(strengthens the electric signals)

RECEIVER

(receives the strengthened electric signals; changes them back to sound waves, now much louder. Directs the louder sound to the ear)

Sound waves enter the microphone looking like this:



Sound Waves

They leave in the form of:



Electric Signals

The amplifier strengthens them:



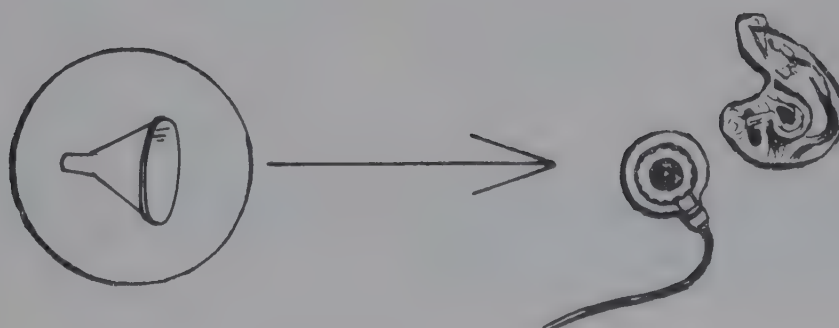
Strong Electric Signals

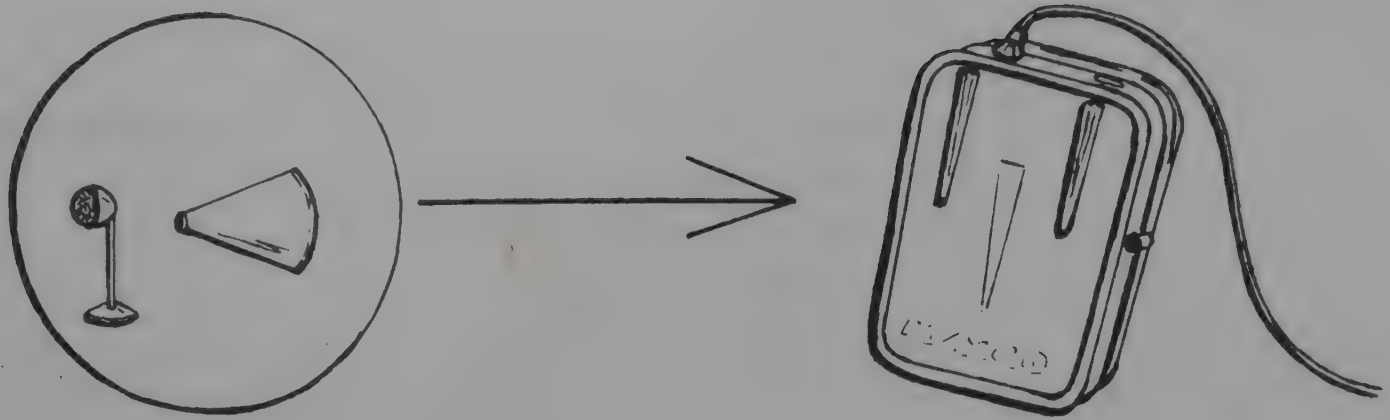
Then the electrical signals go to the receiver where they are changed back to:



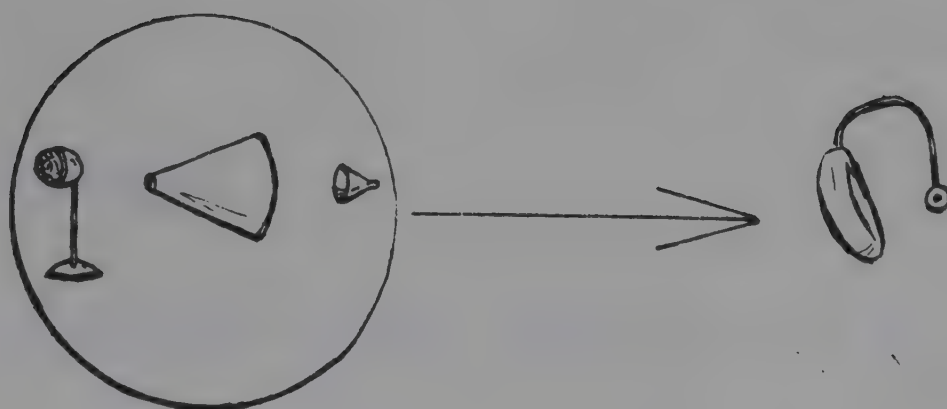
Amplified Sound Waves

These enter the ear via the earmold (or, on desk or group units used in some classrooms, through earphones).

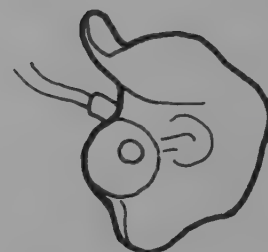
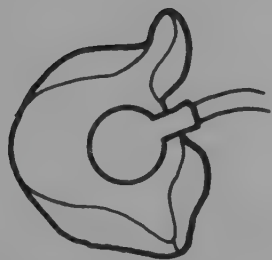




The tiny microphone and amplifier are usually contained in the case of the hearing aid. The receiver is in a button snapped on an earpiece at the other end of a fine cord.



On some hearing aids, particularly behind-the-ear aids, the receiver, as well as the microphone and amplifier, is inside the hearing aid's case.



The earmold (or ear insert) is made of plastic. It is individually fitted to the child's ear. Soft plastic may be more comfortable and safer, and will insure a snugger fit than is possible with hard plastic.

Air Conduction Aids

Look again at the illustrations which show how a hearing aid works. First, we show the kind of microphone you may be accustomed to seeing at meetings or on TV. This picks up a speaker's voice. Then we show a megaphone (sometimes used to make a voice seem louder). This illustrates the function of the amplifier. Then we show a funnel. This can give you an idea of how the receiver and earpiece of the hearing aid funnel sound into a listener's ear. In a hearing aid, tiny parts or components perform these jobs. Usually the amplified sound is transmitted into the ear by air. It goes from the receiver through a channel in the earmold, then into the ear. This is called "air conduction."

Bone Conduction Aids

Once in a while, it is not possible to transmit sound into the ear by air. This happens when there is no clear passage from outside the ear to the inner ear. The ear canal may be blocked by impacted wax. Or there may be an accumulation of fluid in the middle ear. Either of these conditions is a medical problem that usually can be corrected and must be treated by an otologist.

Occasionally the ear opening is missing, or there may be a malformed ear canal. In such cases a bone conduction hearing aid is recommended. Instead of an earmold, this has a vibrator worn against the bony structure back of the ear. The vibration of

sounds is transmitted through the bone, bypassing the part of the ear that is blocked.

It should be mentioned that corrective surgery for a missing or malformed ear canal is usually planned for a time when the child is past preschool age. There is no guarantee that the hearing problem will be corrected. It is extremely important, therefore, to get the proper aid on a child with a conductive loss, and to begin his education early.

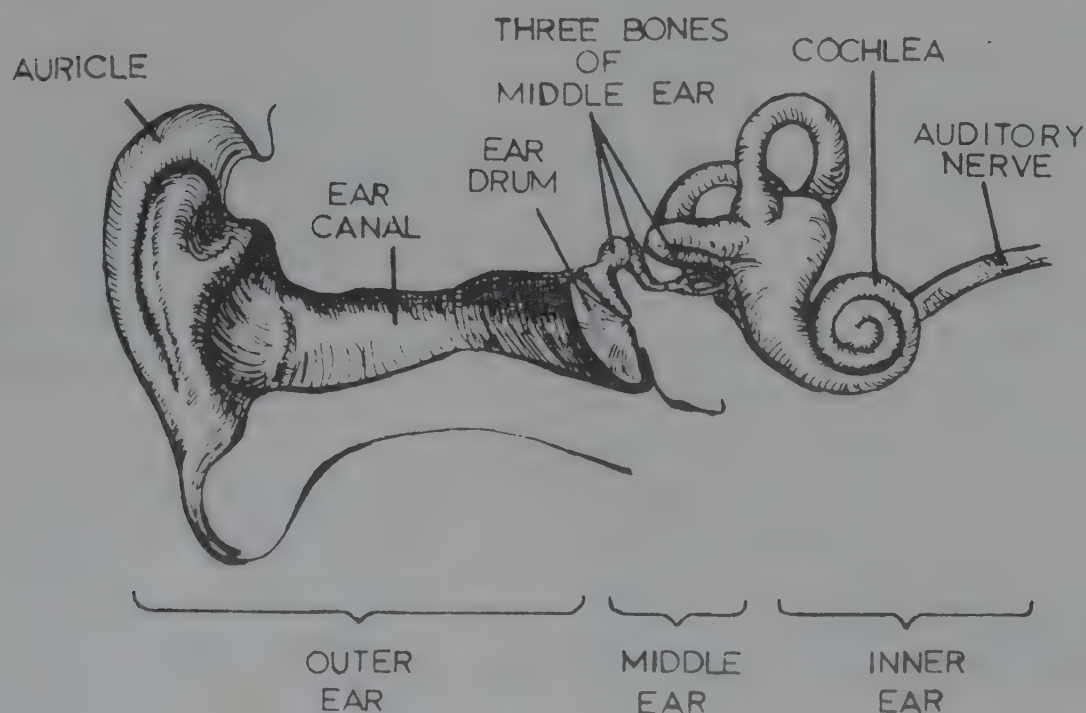
The Ear and Its Parts

The following illustration of an ear will help you see where problems that affect hearing can occur. A conductive loss would be in the outer or middle ear. Nerve deafness, more properly called "sensorineural deafness," occurs in the inner ear or beyond. If you are told your child has a sensorineural hearing loss, the problem may be in the cochlea, the auditory nerve, or even in the "receiving station" in the brain where sounds are received and interpreted. (Occasionally a child can have both a sensorineural and a conductive loss: this may be referred to as a "mixed loss.")

Very likely, if your child's doctor has said your child has a sensorineural loss, or is "nerve deaf," he has added that nothing can be done medically or surgically. Not at this time. However, much research is going on, and we trust that this picture will change. In the meantime, everything possible must be done *educationally*. The sooner your child gets his hearing aid or aids—if they are recommended—and the sooner you begin helping him learn to look and listen attentively, the better.

HOW SOON CAN A CHILD'S HEARING BE TESTED?

Whenever parents suspect a hearing loss in their child, no matter how young he is, they should arrange for a hearing test *at once*. Most often, it is the parents who first notice their child's lack of response to sound. You may wonder how parents could detect a hearing loss in a young infant. It is more usual for impaired hearing to be detected later. But sometimes parents have noticed that their baby, in the first several weeks after birth, does not startle at a very loud sound. (Most infants do.) Or, at some



point, they may observe that their child does not seem to be aware of their voices when they talk to him. Late in the baby's first year of life, parents may notice that their baby doesn't seem to understand words or simple phrases. He may seem inattentive when they speak. Since most babies have quite a vocabulary by their second birthday, failure to begin talking by that age would concern most parents.

Whatever the reason for their suspicion, parents should immediately arrange for the child's hearing to be tested. If the baby's doctor or a nurse happens to be the first person to notice a poor response to sound, they should discuss this with the parents. Arrangements then can be made for a hearing test by an audiologist.

There are times, too, when something in the family history, or in the mother's or child's medical record, might indicate the hearing should be checked. If there are known cases of deafness in the family (not a grandfather who became hard of hearing in his old age, but children born deaf), a check of the baby's hearing would be advisable. Or if the mother had rubella (German measles) in pregnancy, especially in the first three months of pregnancy, a complete examination, including a hearing test, is recommended. Also, if the baby had a difficult birth, or had an illness with extremely high fever at any time, his hearing should be checked. While the loss may not be severe, or may even be temporary in nature, a child's hearing should be tested after prolonged or repeated middle ear infections. Any child with an ear infection should have been seen by an otologist (a medical doctor specializing in the ear). If so, the doctor may already have suggested that the hearing be evaluated.

All of the above conditions would justify parents' concern about their child's hearing—or not hearing. Any one of them makes it mandatory that a child's hearing be tested, no matter how young he may be.

WHO CAN TEST A YOUNG CHILD'S HEARING?

Your baby's doctor, or the otologist, if your baby has been examined by one, should refer you to an audiologist. This is a person qualified to test hearing. The audiologist may be on the otologist's staff, on the staff of the audiology department of a hospital or medical center, or at an independent center. Many colleges and universities have audiologic departments or speech and hearing centers. You may be referred to one of these. If you are not given a specific referral and must locate a qualified audiologist yourself, here are a few suggestions:

1. Inquire at your nearest public or private school program for hearing impaired children.
2. Call your public school system's special education department.
3. Write to the American Speech and Hearing Association, 10801 Rockville Pike, Rockville, Maryland 20852, for the names of audiologists in your area.
4. Locate the names and addresses of speech and hearing centers in the directory issue of the *American Annals of the Deaf*, which can be obtained by writing to Annals, 5034 Wisconsin Avenue, N.W., Washington, D.C. 20016.

If you live outside the United States, you may live in a country where there are government-run audiologic centers. If you know of none, ask your local or national health or education departments for information on audiologic centers where a child's hearing can be evaluated. Sometimes, mainly in countries other than the United States, otologists—ear specialists—do their own testing. And sometimes the nearest large hospital, medical center, or university may have testing facilities.

Try to locate an audiologist who has had experience testing children as young as yours. Make arrangements for an interview in advance of the time your child's hearing is to be tested. Then you can ask about the audiologist's experience with (and attitude toward) babies and lively preschool-age children. You could also discover, in such a pre-test interview, whether you can communicate easily with this particular audiologist. If not, look further.

In the next few pages we discuss the kinds of tests ordinarily used with babies and young children. The information will be most useful if your child has not yet been tested. However, it may still be of interest if your child has been tested and even if he has his hearing aid. You may see differences or similarities in the procedure followed with your child and our information. There are different approaches in this field, as in any other.

HOW A BABY OR YOUNG CHILD'S HEARING IS TESTED

Parents often ask how the hearing of a very young child can be accurately tested. If they look back to the way they noticed that their child didn't seem aware of sound, they can get a general idea of how this can be done. Just as they noticed whether their baby

seemed to respond to certain sounds, the audiologist presents a variety of sounds and observes how loud they must be before the baby responds to them. The earliest tests with children too young to learn to make a specific response when a sound is heard are quite informal. The audiologist presents a sound. The baby does—or does not—seem to notice it. The audiologist observes this and notes it on a chart.

Ideally the baby and his parents are in a sound room which excludes most other noise. The audiologist is usually in an adjoining room. It must have a viewing window so the audiologist can watch the baby's responses as a variety of sounds are presented.

These may include sounds ranging from those that are very low-pitched—like the beat of a drum—to squeaky, high-pitched sounds. Noisemaking toys may be used to produce these sounds. The audiologist will also use voice, calling or speaking to the baby. All these sounds, at first, are funneled via speakers into the room where the baby and his parents are.

How a Baby Responds

The baby is likely to respond in some way—his own way—when he first notices a sound. The audiologist must be sensitive to the ways in which each baby does respond. It may be by just an eye blink. If a child is playing he may pause and look up. Or he may tense his body, act startled, or even cry. The experience and skill of the audiologist in presenting a variety of sounds and in observing the child's response determine the success of the test.

Earphones may not be introduced at first. The audiologist simply determines how



loud each sound has to be before the child notices it when listening with both ears. However, if the baby—or young child—seems willing to cooperate, the audiologist may introduce earphones. Since sound can be carried to a single ear (as well as to both ears) by the earphones, the audiologist can pinpoint how much a child hears with *each* ear.

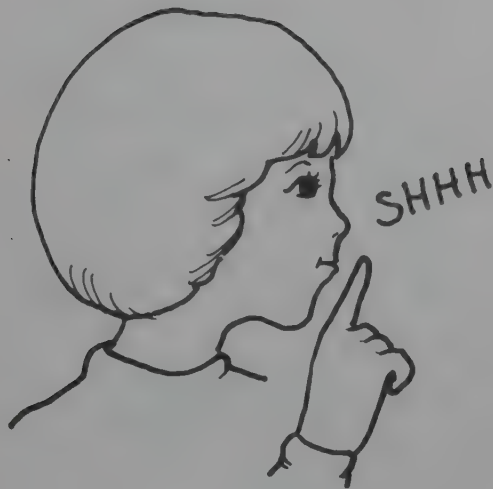
Sometimes it takes several visits to the audiologist before the earphones can be introduced. Several testing sessions may be necessary before the audiologist feels confident the test is accurate enough to justify the selection of a hearing aid or aids.

Play Audiometry

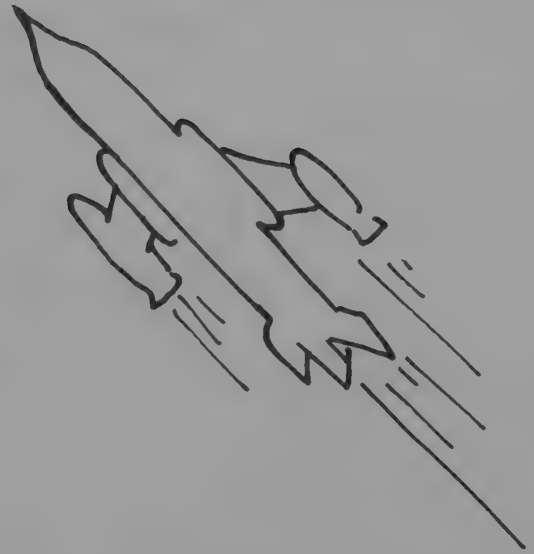
Let's suppose the child is past infancy—old enough to learn a game response to

sounds he hears. When he is, the audiologist begins to teach him a game. The child is given help in learning to drop a marble in a can. Or he may be taught to put a ring on a peg, a peg in a hole, or to perform some other action *every time* he hears a sound.

The audiologist then presents pure tones on the audiometer (a piece of testing equipment). These, like the sounds produced by the noisemakers in informal tests, range from deep bass sounds to high-pitched sounds. Each tone can be presented at different levels of loudness—from very, very soft to very, very loud. (Each pure tone is a single tone. Most sounds, including the voice, are a mixture of tones.)



A whisper—25–30 dB



A jet plane—140 dB or louder

Pitch: From Low to High

Note the illustration of the audiogram which follows. It's a chart that gives a picture of how loud each tone must be before it is barely heard by the child—or adult—being tested. The numbers across the top of the audiogram indicate pitch, from deep, low tones on the left to very high tones on the right. The term “Hertz” (abbreviated “Hz”) is used to indicate pitch measurement. This is usually charted in octaves. “Frequencies” or “cycles per second” are terms sometimes used in referring to varying pitches, but you will more often see “Hz” in reference to how high or low a sound may be. Human hearing can go up to 20,000 Hz. But the most important range for hearing conversation lies between 300 and 3000 Hz. Because your child's great need is to understand and learn to say words, these

tones in the speech range are by far the most important to him.

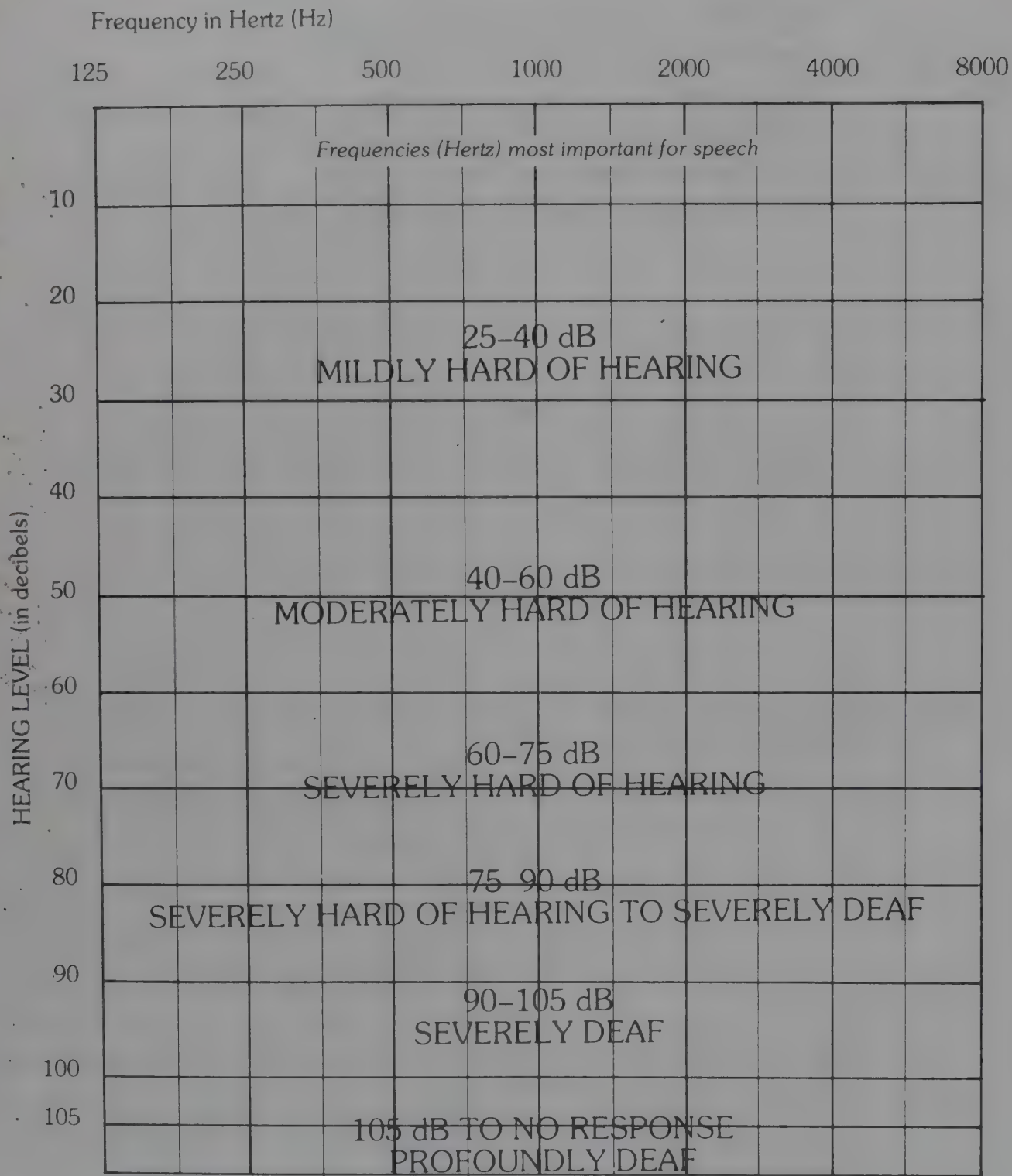
Measuring Loudness

The numbers that begin with 0 and go to 105 on the left side of the audiogram show the measurement of loudness. Decibel (abbreviated “dB”) is the unit of measurement for loudness. If the child hears tones in the speech range at about 10 or 15 dB, we would assume he has hearing within the normal range for conversation. A whisper is heard at about 25 to 30 dB level, and a jet plane close by at about 140 or higher. How a child hears with his better ear in the important frequencies from about 300 to 3000 Hz is the determining factor in describing his hearing level.

CATEGORIES OF HEARING LEVELS

The first audiogram, on the next page shows how we might describe hearing ability when hearing is tested *without* the benefit of hearing aids. (Other centers may describe hearing levels differently. For instance, we use the term "profoundly deaf" when the child being tested can only hear sounds at a level of 105 dB or louder. Some audiologists may describe children who hear sounds at 90 dB or louder as profoundly deaf.)

AUDIOGRAM



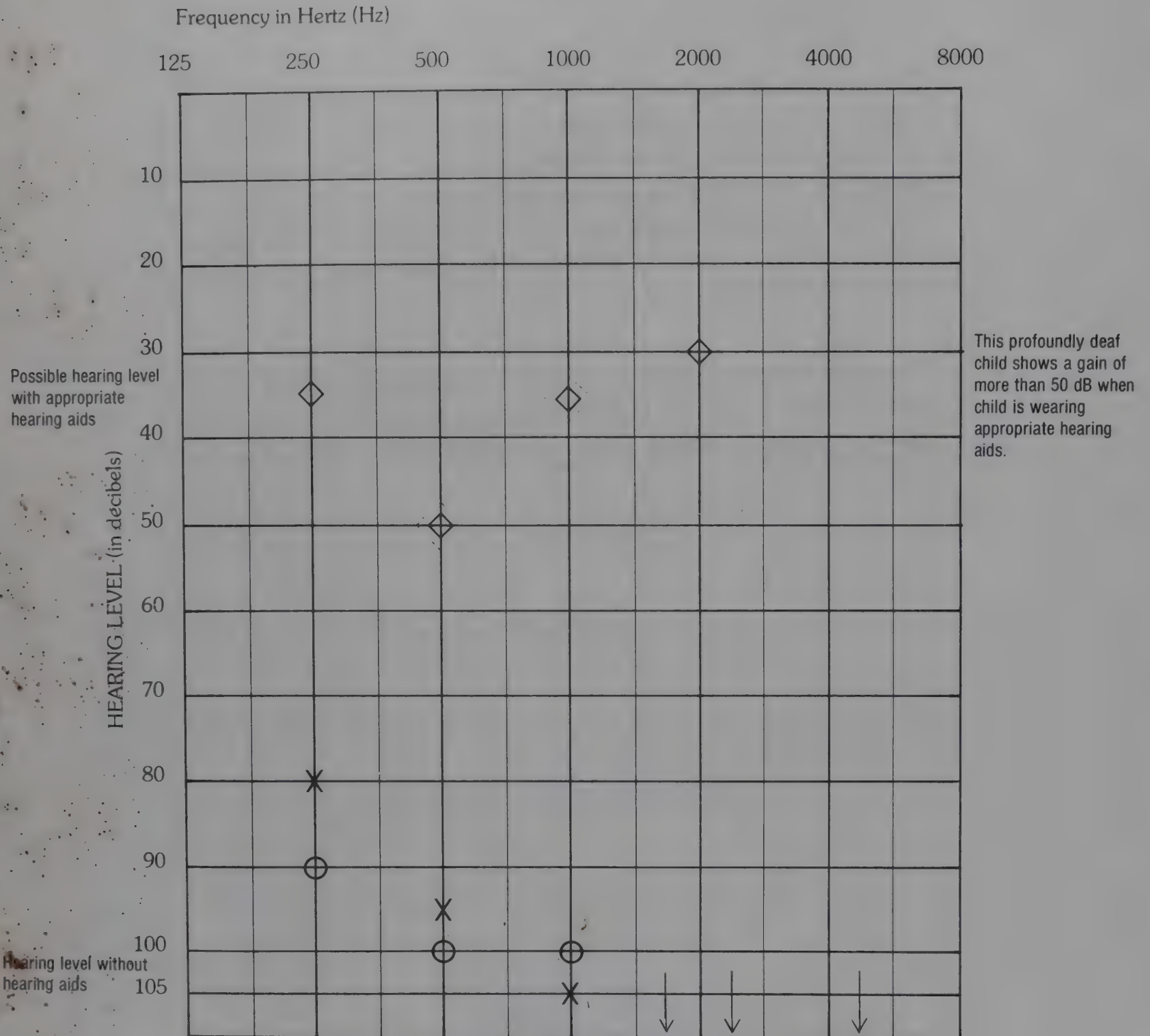
Hearing Levels Without Hearing Aids
(Classifications may differ at various centers)

AIDED AND UNAIDED HEARING LEVELS

The typical audiograms on the following pages illustrate how children's hearing levels would be shown and described when the child is tested *without* hearing aids, and with suitable hearing aids. The lower markings (the small circles and X's) show how the child hears with each ear. The upper markings (the diamond shapes) show the results of tests of the same child with appropriately fitted hearing aids.

The gain (improvement in a child's response to sound) looks—and can be—dramatic. But again—keep in mind that aids do *not* provide perfect hearing. Sound is distorted when it is amplified.

AUDIOGRAM



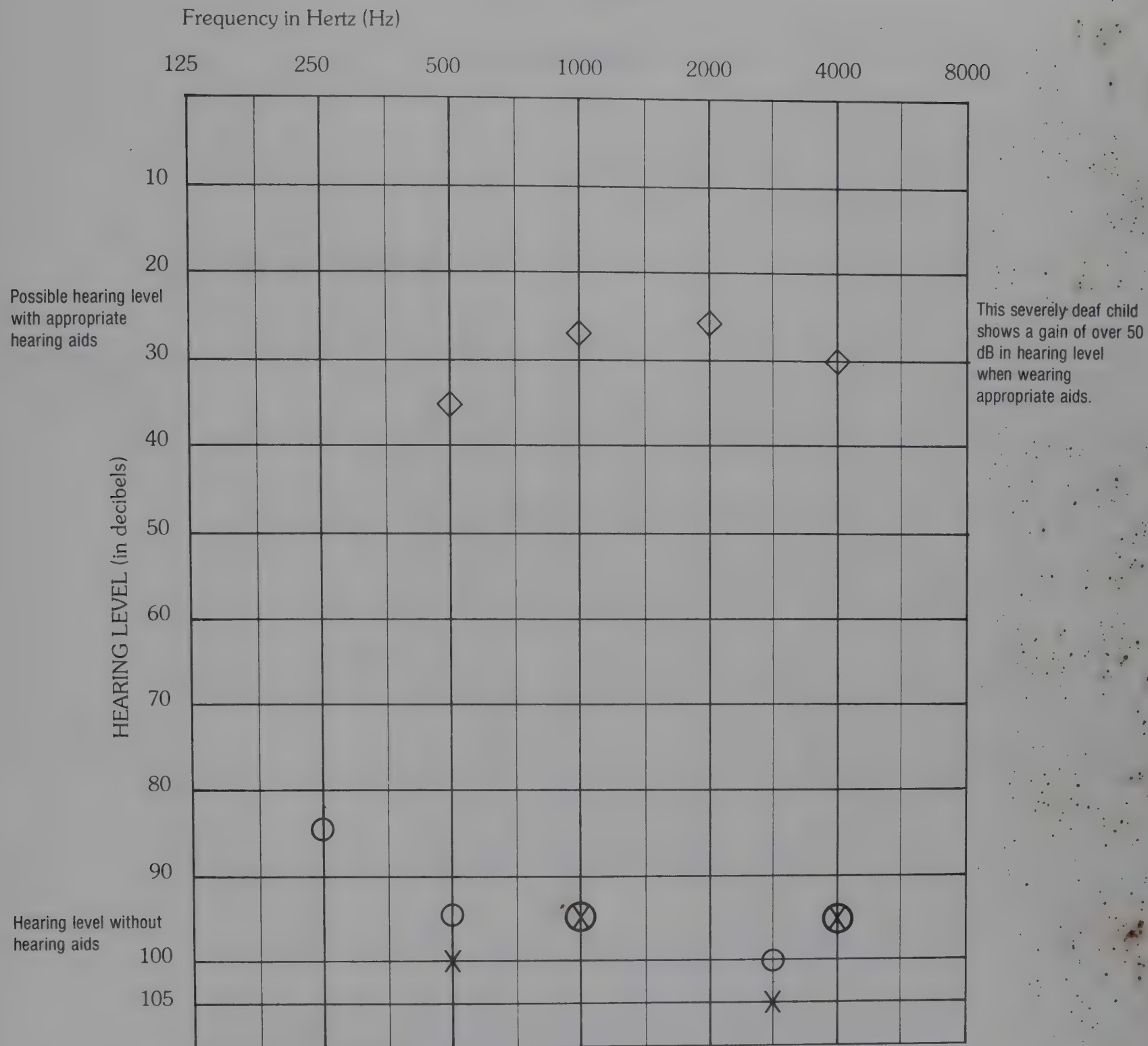
Hearing Levels With and Without Hearing Aids

(Classifications may differ at various centers)

Without hearing aids: *profoundly deaf* (105 dB loss or greater).
 With hearing aids appropriate to the hearing loss, may hear at 30–50 dB level. Can hear vowels or parts of vowel sounds, can tell the difference between loud and soft, and long and short syllables.

Usually requires consistent use of hearing aids and intensive special educational help.

AUDIOGRAM



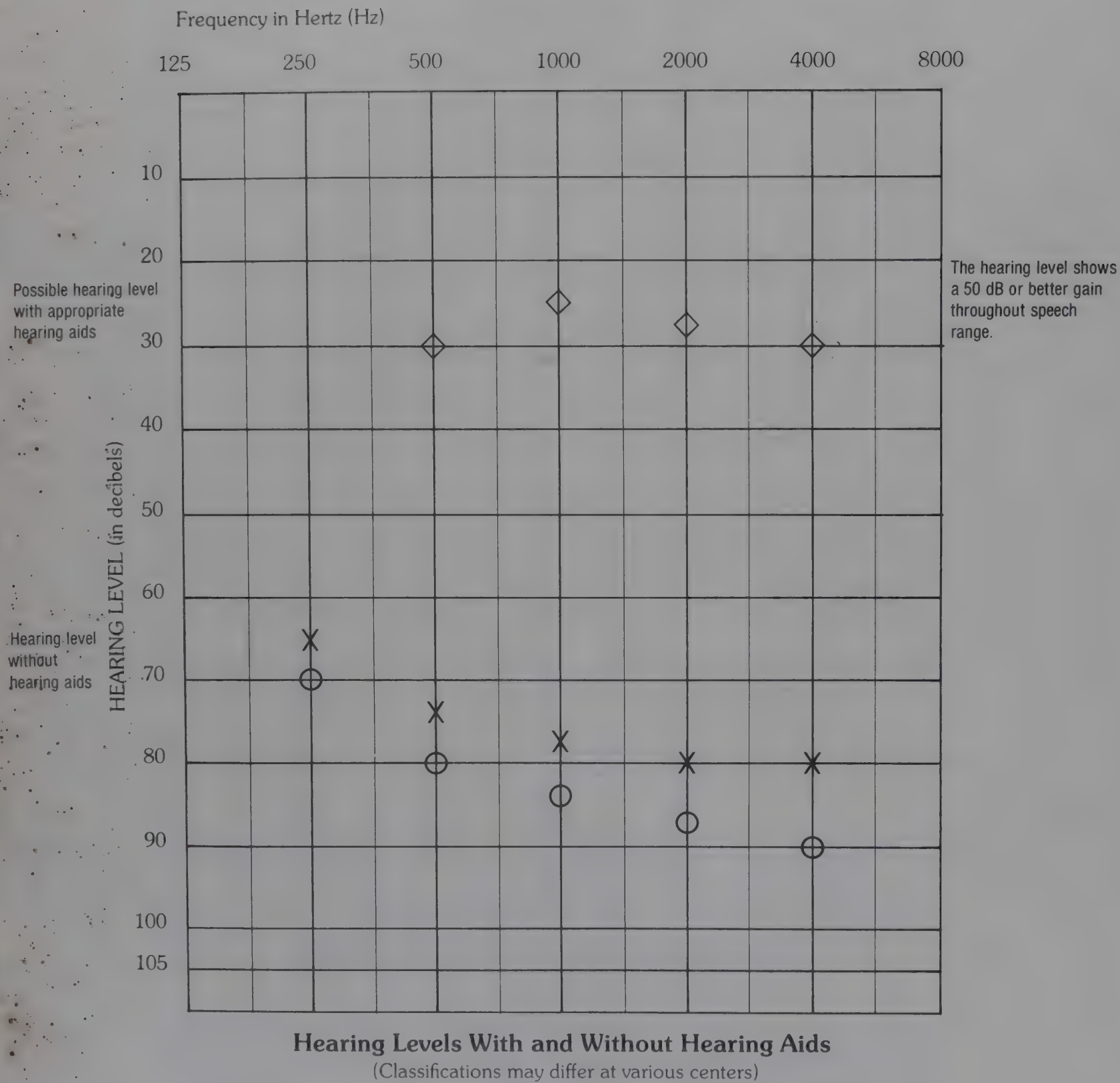
Hearing Levels With and Without Hearing Aids

(Classifications may differ at various centers)

Without hearing aids: *severely deaf* (90 to 105 dB loss). With appropriately fitted hearing aids may hear at 25–40 dB level. Can hear most vowel sounds and many consonants, and get the rhythm and intonation of conversation.

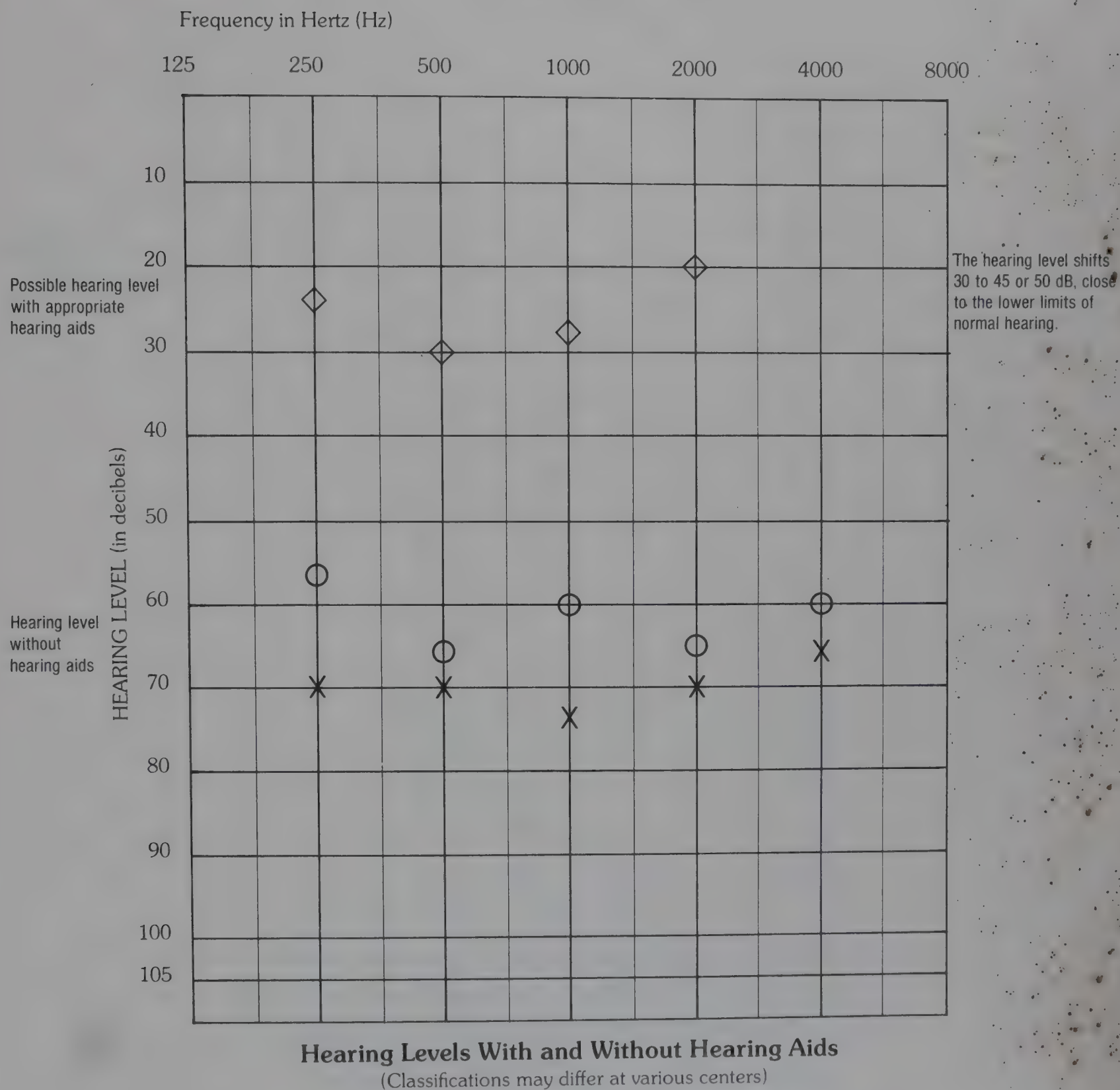
Usually requires consistent use of hearing aids, concentrated educational help in early childhood, and at least some special educational help later.

AUDIOGRAM



Without hearing aids: *borderline severely hard of hearing to severely deaf* (75–90 dB loss). With hearing aids and early educational help will acquire most speech and language “by ear.” Will need long-term special educational help to enhance language and speech development.

AUDIOGRAM

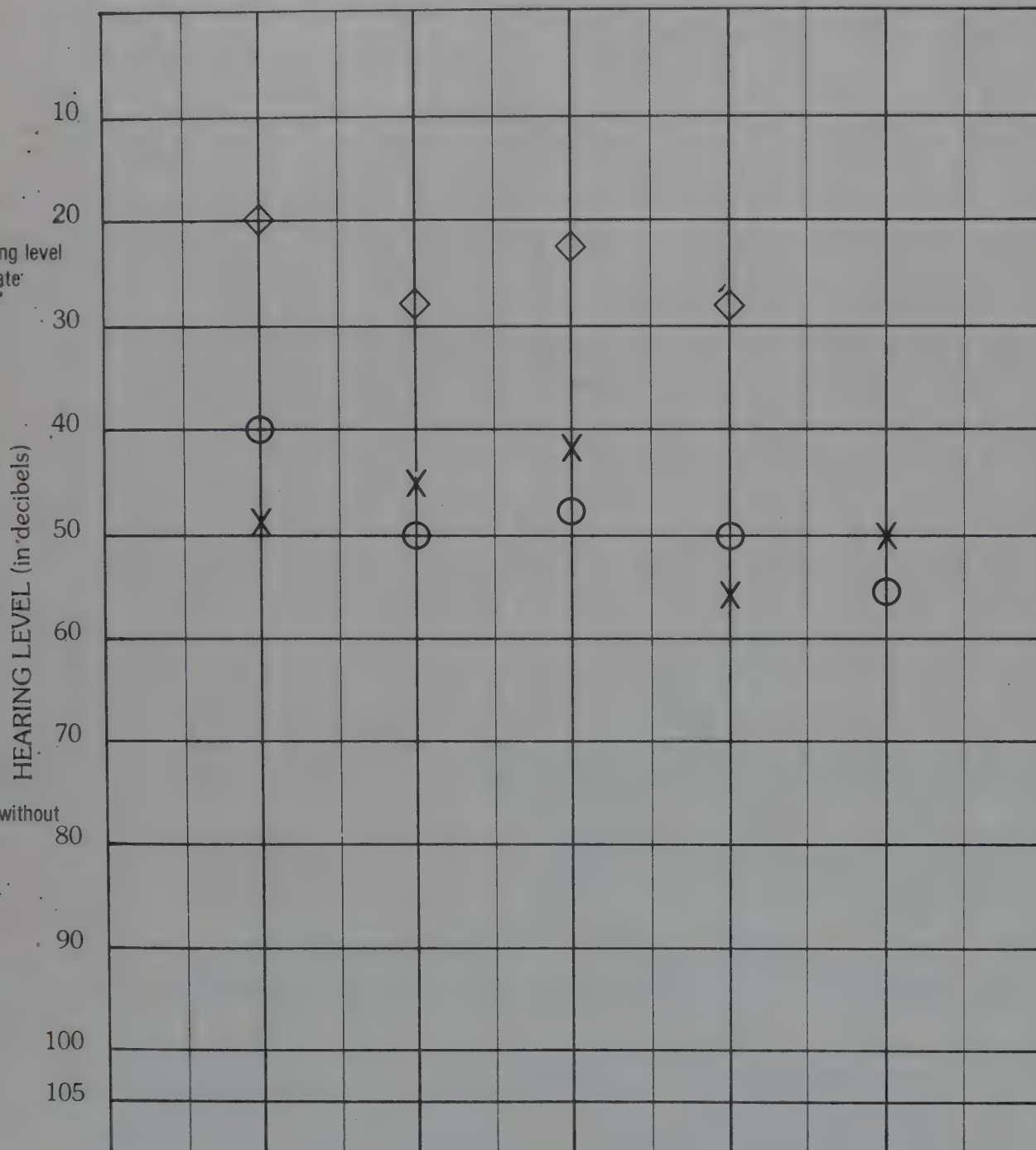


Without hearing aids: *severely hard of hearing* (60–75 dB loss). Should acquire language and speech mainly through hearing when sound is amplified. Visual clues and the sense of touch will help. Early, then continued special educational help on a part-time basis may be required.

AUDIOGRAM

Frequency in Hertz (Hz)

125 250 500 1000 2000 4000 8000



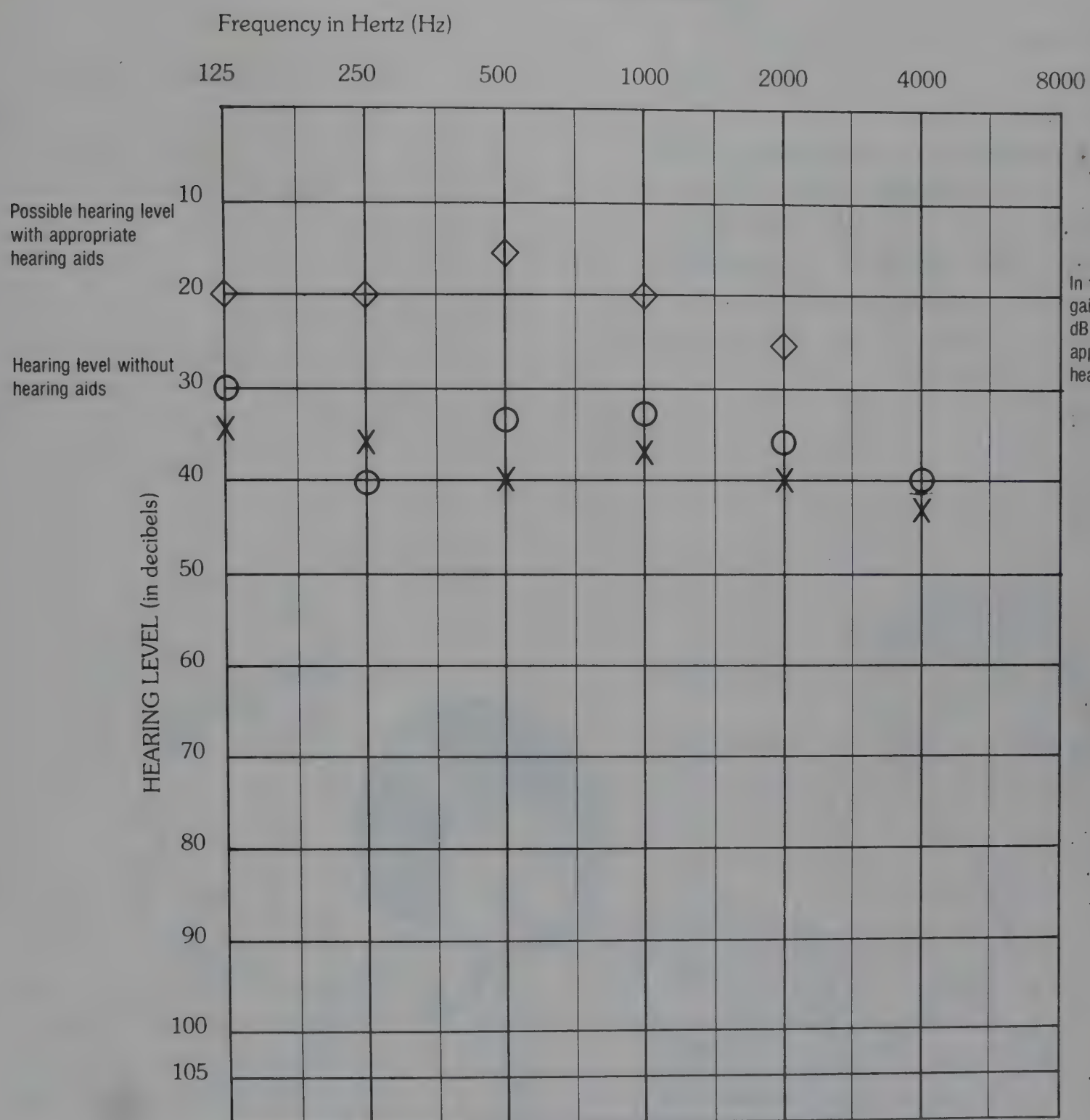
This child shows a gain of 20-25 dB with hearing aids.

Hearing Levels With and Without Hearing Aids

(Classifications may differ at various centers)

Without hearing aids: *moderately hard of hearing* (40-60 dB loss). Should acquire language and speech *about* as a child with normal hearing does, if hearing aids and "listening help" are introduced early. May require some special assistance and preferential seating near the front of a class during most of his schooling.

AUDIOGRAM



Hearing Levels With and Without Hearing Aids
(Classifications may differ at various centers)

Without hearing aids: *mildly hard of hearing* (25-40 dB loss). Child will learn language and speech through hearing. Mildly hard of hearing children often make use of hearing aids in early years until language is established. After that, aids may be worn in certain situations or on a selective basis.

Be Confident

You should be confident and optimistic about the benefits your child can derive from carefully selected hearing aids. But you must also be aware that early educational help goes hand-in-hand with early introduction of the aids. Then your child can learn to make the best possible use of them.

It is also important to remember that follow-up evaluations are necessary to be sure the aids are doing their job. Then good maintenance of the aids and consistent use of them by your child (covered in detail in our paper on introducing and maintaining hearing aids) is essential.



Other Sources of Information and Help

THE EAR, HEARING, AND HEARING AIDS

A Guide to Hearing Aids. 1978.
Free. Enclose a stamped, self-addressed, legal-size (#10) envelope with your request.

Order from:

California Department
of Consumer Affairs
P.O. Box 310
Sacramento, California 95802

(While written for the adult user of a hearing aid, the clear and concise descriptions of hearing losses and hearing aids will be helpful to parents.)

Facts About Hearing and Hearing Aids. U.S. Department of Commerce. 1971. Stock #003-00920-2.

Order from:

U.S. Government Printing Office
Superintendent of Documents
Washington, D.C. 20402

Hearing Loss: Hope Through Research. U.S. Department of Health, Education and Welfare. 1973. Stock #1749-00042.

Order from:

U.S. Government Printing Office
Superintendent of Documents
Washington, D.C. 20402

JOHN TRACY CLINIC CORRESPONDENCE COURSE FOR PARENTS OF YOUNG DEAF CHILDREN

Introducing and Maintaining Your Child's Hearing Aids

Perhaps your child already has his hearing aid and is happily wearing it. If so, the early part of this paper may seem, at first glance, not to hold much interest for you. But give it at least a quick once-over. You may find some thoughts worth reviewing and some ideas new to you.

The second part of the paper, dealing with home care of hearing aids, is, we feel, essential reading for every parent whose child has a hearing aid or aids. Keeping the aids in top condition means your child will get maximum use of them. And a home maintenance program may sometimes avoid costly repairs.

INTRODUCING THE AID

Suppose your child's audiologist has completed the hearing evaluation and after much thought recommended a hearing aid. The particular aid chosen for your child is selected on the basis of his audiogram, with the features that will give him the best possible chance to hear conversation. The audiologist will usually specify the make and model, and the amount of power output across the frequency (Hertz) range. The audiologist will recommend either one or two aids and determine whether the hearing aids

should be the behind-the-ear type or those worn at body level.

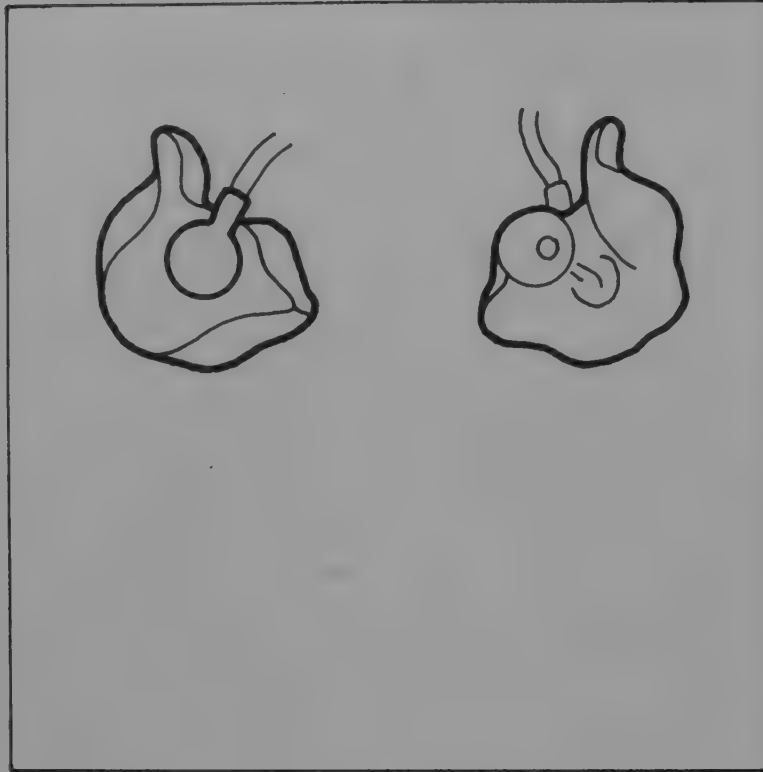
Very likely the audiologist has tried several types of aids on your child. Perhaps aids have been loaned to you to see how they work out. In either case you have probably already taken your child to the person who dispenses hearing aids—the hearing aid dispenser or dealer. He will have taken an impression of your child's ear openings so that individually fitted earmolds could be made. These are used for trying out various aids and must be made before the audiologist can recommend an aid for your child. (These earmolds made for evaluating hearing aids will be used with your child's own aids when he gets them.)

On the next page is an illustration—two views—of an earmold. Earmolds made of soft plastic usually are best for children. First of all, they cling to flexible little ears better than the slippery hard plastic molds. Also, there is less chance of the child's ear being scraped or bruised if he gets a bump on the ear when wearing a soft plastic earmold.

JOHN TRACY CLINIC

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An Earmold



Here are detailed drawings of body-level and behind-the-ear aids. keep in mind that either type can be fit for one ear or for both ears. (These are not drawn to scale.)



Having selected the hearing aid that seems best suited to your child, the audiologist sends you again to the hearing aid dispenser. The specifications for the proper fitting of the aid are in writing. They may be given to you to take to the hearing aid dispenser—or the audiologist may send them to him by mail. It's very much like taking a prescription for glasses to an optician who fits—or dispenses—eyeglasses.

This time your child may realize that this is somewhere he's been before. He may feel more comfortable about having the hearing aid dispenser put the earmold and aids on him than if it were a completely new experience. Or he may decide he's not very happy about returning. It's important that the hearing aid dispenser be good in working with children. Of course he must also be skilled and knowledgeable about fitting hearing aids.

Ask About Insurance and a Loaner Aid

After the hearing aid has been fitted by the hearing aid dispenser (dealer) as specified by the audiologist, there will usually be a wait for it to come from the manufacturer. The time to ask about a warranty and insurance (well worth the cost) is when you are purchasing the aid. Also ask about a loaner aid for your child to wear while you are waiting for his own aid.

The hearing aid dispenser may have you come back so he can try the aid on your child before you return to the audiologist to have the fitting checked. Or he may send it directly to the audiologist who will want to see if it meets his specifications. He will also want to try it on your child. This is a good time to watch the audiologist slip the earmold in place. Ask if you may try doing it while he (or she) watches. It is really

simple to slip the earmold into the ear opening with a rotating motion. (Suppose it doesn't slide in easily. Try lightly coating your fingertip with mineral oil. Then put a light film of oil on the part of the earmold that slips into the ear opening. Do *not* put oil in the open tip of the earmold.)

If the aid checks out to the audiologist's satisfaction, it may be put on the child to wear home. More likely it will be given to you to take home—to be re-introduced to your child at a time when listening can be a happy experience.

Wait Until You Are Both Relaxed

Please don't attempt to put the aid on your child the minute you get home. Both you and your child may be tired and tense. Wait until you are rested. The next morning, after a good night's sleep and when the



morning rush is over, might be a good time. Try to have at hand something your child enjoys—a picture book to share, a favorite toy. Or perhaps a new toy that he can play with as he sits near you or on your lap would be a good idea. Set up a situation that will be pleasant, so he will begin associating listening with a pleasant activity. If possible, choose a time when you will be free of interruptions.

Your Attitude Counts Most

Think of how you feel about the hearing aid. If you feel it will give your child a great advantage in learning to communicate, you will feel confident about putting the aid on him. Your attitude is “catching” and will almost surely be reflected in your child.

Then—do as you did when practicing with the audiologist or hearing aid dispenser. Hold your child on your lap and slip the earmold into the ear opening. If it's a body-level aid, get the main part of the aid in place first, in the pocket of a carrier garment. (We'll describe various types of such carrier garments later in this paper.) Then you have that out of the way while putting the earmold on. If the aid is a behind-the-ear model you may need to slip the earmold into place first. Hold the main part of the aid up, out of the way, as you slip the earmold in. Then ease the aid itself into place behind the ear. If you had this demonstrated by the audiologist and tried to do it yourself under his guidance this will be easier than it sounds.

Make Listening Pleasant

As soon as the aid is on, involve your child in the activity you've planned. Hold him and sing or talk softly. Don't blast him with a burst of loud sound! You could look at a picture book together, talking about the pic-

tures. Speak close to the aid in a moderate voice. Or offer a toy and enter into his activity as he plays with it. Talk easily and naturally. Make listening pleasant. Keep the aid on for a fairly short time at first, increasing the “aid on” time little by little each day. Your eventual goal is to have it on all the time your child is awake. The one exception is when it might get wet—as in the bathtub or a wading pool. Hearing aids and water aren't compatible!

Most importantly—expect your child to wear the aid as he wears his clothing or shoes. You expect him to keep his clothes on—and so he does. The same is true of the aid. We trust that before long it will go on every morning and be worn all day. If there are any unusual difficulties, ask the audiologist for help.

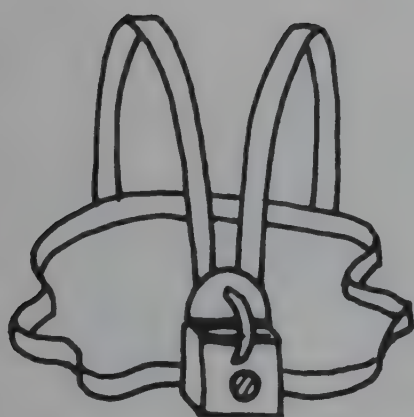
If Your Child Wears a Body-Level Aid

The main part of the body-level aid (the little “box” that holds the microphone and amplifier) must be held snugly against the child's body. A pocket lined with soft material can be added to any of the following and the aid inserted in it:

- 1) a snug-fitting undershirt
- 2) a bikini top for little girls
- 3) a vest or bolero (adjust the pattern to eliminate bulk)
- 4) a suspender-type garment (see illustration)

The back and lining of the pocket should be made of cotton flannel. The pocket itself can be of any soft material, preferably cotton. (Avoid synthetics which can cause static.)

The body-level aid should be worn high on the child's chest. If worn under clothing, be sure that only a lightweight garment covers it.

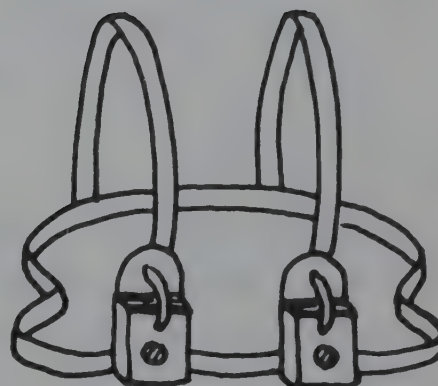


For one aid

Wide elastic or webbing
(Be sure to pre-shrink)

Strap
for top microphones

Hole
for front microphones



For two body aids

Hearing Aid Carriers For Body-Level Aids

Suspender-type carriers can be purchased from your hearing aid dispenser when you buy the hearing aid. Or, using our illustration as a guide, you can make one at home for much less cost.

You can order one sample vest-type carrier and a pattern free of charge from:

Alexander Graham Bell Chapter No. 15
Telephone Pioneers of America
Chairman, Vest Project
930 H Street, N.W., 9th Floor
Washington, D.C. 20001

Indicate your child's blouse or shirt size and whether he wears one or two aids.

KEEPING THE AID ON

Sometimes children develop a habit of pulling off the earpiece of a body-level aid or an entire behind-the-ear aid. Of course this is a habit you will want to discourage. If the earmold and receiver of a body-level aid drop or are thrown to the floor, they can be damaged. The behind-the-ear aid if thrown to the ground can be broken—and is much more expensive to repair than just the earpiece. Suggestions other parents have found helpful include keeping cool, calm, and collected if your child pulls the earpiece or aid off. If you overreact and get excited, he may do it again and again to get a reaction. Calmly replace the aid in his ear—or even simply put it aside (in a safe place) until your child is in a more cooperative mood. Here, again, a confident

attitude of *expecting* your child to leave the aid alone will help.

A piece of tape—paper adhesive tape or Dermacel—across the earmold may keep it from falling out and may discourage your child from pulling at it. An eyeglass holder (an elastic band that goes across the back of the head) available in sporting goods stores can be useful in keeping binaural behind-the-ear aids in place.

If the earmold tends to fall out ask the person who fitted the aid about a “retention wire.” This is similar to the bow (earpiece) on glasses. It is built into the earmold and hooked over the ear. If the earmold falls out it may not fit properly. A new one may have to be made.

Helpful Devices

The hearing aid dispenser can also supply you with a “receiver saver” if your child tugs or pulls on the cord of a body-level aid. This is a slotted plastic disc that protects the receiver.

Other helpful devices you can get from the hearing aid dispenser include, for body-level aids with top microphones, “body covers.” These avoid getting spilled foods or liquids into the aid. Also, if your child is hard on cords for his body-level aids, ask about heavy duty cords. If your audiologist wants your child to have the cords for binaural body-level aids cross in back, order longer cords.

One more simple suggestion: to prevent your child's behind-the-ear aid from falling to the floor if he pulls it off, try the following. Tie a fine string or strong thread to the aid, around the small part next to the flexi-

ble plastic tubing. Then tie the other end to a small safety pin and pin it to the back of your child's shirt or blouse. See the illustration below.



The hearing aid should be removed every night at bedtime, and for your child's bath or nap. Always take out the batteries when the aid is not being worn. This helps them last longer. When the aid is not being worn it should always be put away in the same safe place. Keep it out of the reach of young children.

Your child's hearing aid is his link with the hearing world. Be sure to keep it on him—unless he's sick, or when it might get wet, and not at naptime or bedtime. Take it off at once if he has an ear infection or if his ear has been scratched or scraped by a bump on the earpiece. Don't put it on again in either case until the otologist gives his okay.



KEEPING THE HEARING AID IN GOOD WORKING ORDER

Besides keeping the aid on, it's important to keep it in top shape. It must be working well to do its job. Many parents have found doing a daily maintenance check (it goes quickly once you've done it a few times) assures that the child is getting the most out of his aid. It's a good idea to follow a routine each evening, with a quick double-check the next morning to be sure the batteries haven't lost power overnight. Begin by getting together a maintenance kit. You might keep the following things together in a box—a shoe box is a convenient size.

A package of pipe cleaners to clean and dry earmolds.

A dozen or so toothpicks to remove any wax clogging the earmold. (Note: Never try to remove wax from your child's ear. Leave that up to the doctor.)

A pencil-style typewriter eraser. (The eraser end can be used to clean battery contacts. The brush is useful in cleaning the microphone opening on body-level aids.)

Spare batteries. (Store in a cool, dry place—not a refrigerator.) For body aids, an extra cord or two.

A battery tester and a hearing aid stethoscope can be useful, but cost is a factor. Ask your audiologist how necessary they may be. In checking your child's aid you will want to listen to it. Listening either with the stethoscope (see illustration) or with an earmold made for your own ear is easier.



than trying to listen through your child's earmold. (It won't fit you well enough to get the sound right into your ear.) If you do get a hearing aid stethoscope, ask the person you buy it from to show you how to use it. If you get an earmold for yourself, simply unsnap and remove your child's earmold from the aid. Then replace it with your earmold. (Remember—you *can* listen with your child's earmold even though it's not as satisfactory for your use.)

A Daily Check

Here's a routine to follow in a quick daily check of your child's hearing aid.

At night:

1. Be sure the aid is off.
2. Take off the earmold. See whether it's plugged with earwax. If it is, use a toothpick to get it out.
3. Wash the earmold in lukewarm water and a mild detergent. *Never* use alcohol or any cleaning compound on the plastic earmold. Dry with a soft cloth and a pipe cleaner. Blow through the opening to speed up the drying. Let dry overnight.

In the morning:

1. Be sure the volume is off, and that the M-T switch is set at "M." ("M" is for "microphone" and this switch should always be on "M" for your child. The "T" is for "telephone." Adults and older children switch to "T" when they are able to use a telephone.)
2. Be sure the tone setting is as it was preset by the audiologist. *Never change this.*
3. Then attach the aid to the listening stethoscope or earmold (your own or your child's). Turn it—and the volume—on, and LISTEN. Whisper a few words (include "s" or "sh" sounds, as they are

hard to hear). If the sound seems weak, replace the battery. (You can test it later with a battery tester if you have one.) Be sure the sound is as clear as usual. (See "Problems" a few paragraphs further on.)

Once a week:

1. Turn the aid on and off several times. This lets you determine whether the "on and off" switch is working. Also, it cleans dirty contacts in the aid. Use the eraser to rub battery contacts to be sure they are clean.
2. Gradually turn the volume up and down. Listen for any scratchy sounds or dead spots. If there are any, change the cord and battery. If this doesn't eliminate the problem, take the hearing aid in for service.
3. Check the cord by running it between your forefinger and thumb. If you hear scratchy sounds or dead spots, replace the cord.

The list of things to check may seem overwhelming—it actually takes almost less time to check the aid than to read the list! A procedure like this can assure that your child will be on the receiving end of sound when each day begins.

FIRST AID FOR HEARING AIDS

If there's a problem with the hearing aid and it is not listed below (or if the recommended routine procedures don't help), consult your hearing aid dispenser. Do NOT try to fix the hearing aid yourself. That's what your hearing aid dispenser is for. He will usually guarantee his repairs—any attempt you make to repair an aid would be at your own risk.

PROBLEM: *No sound from the hearing aid*

1. Replace the battery.
2. Check to make sure the "+" on the battery is connected with the "+" of the hearing aid.
3. Check the on-off switch. Make sure it is in the "on" position.
4. Check the microphone-telephone switch. Make sure it is on the "M" setting.
5. Clean the battery contacts with a pencil eraser. If they are corroded, the hearing aid won't work.
6. Check the earmold. It may be plugged with wax. If so, clean it.
7. Body-level aids:
 - a) Make sure the cord is plugged securely into both the hearing aid and the receiver.
 - b) Try a new cord. The old one may be worn or shorted out. (The cords can't be repaired.)

8. Behind-the-ear aids:

Check the tubing. If defective, take the aid to the hearing aid dispenser to have it replaced.

PROBLEM: *If the hearing aid has static or is noisy, works intermittently, has poor intelligibility (sounds distorted), or sounds weaker than usual*

1. Replace the battery. (Test it first if you have a battery tester.)

2. Make sure the volume control is at the proper level.

3. Body-level aids only: (as mentioned previously) roll the cord between your fingers and listen for crackling static noise. Remove tangles or knots; look for worn spots. If it appears worn, replace it. Also check the connection of the plugs at each end of the cord. If they don't fit snugly into the aid and receiver button, replace the cord. Hearing aid cords cannot be repaired.

4. Behind-the-ear aids only: check the plastic tubing. If it's warped, cracked, or bent, take the aid to the hearing aid dispenser to have the tubing replaced.

5. Check the microphone-telephone (M-T) switch. Make sure it is in the "M" position.

6. Check the tone-control setting to make sure it is at the proper setting for your child.

7. Make sure the microphone opening is not clogged or dirty. Clean with a small brush (a typewriter brush is ideal).

8. Make sure the earmold is not clogged.

9. Work the on-off switch back and forth several times to help clean the contacts.

10. Clean the battery contact with a pencil-style typewriter eraser.

PROBLEM: *If the hearing aid whistles (feedback)*

1. Check to make sure your child's earmold is inserted properly.

2. Behind-the-ear aids:

a) Remove the earmold from the aid. Turn it on and place your finger firmly over the sound hook (the section of rigid plastic between the hearing aid and plastic tubing). If you still hear feedback, the aid must be returned to the dispenser for repairs.

b) Attach the earmold to the aid. Turn it on. Place your finger firmly over the opening of the earmold. If you had no feedback with a) above, but have it now, it probably means there is a crack or defect in the tubing or the earmold. Take the aid to your dispenser for replacement of the tubing.

c) If a) and b) check out, it may be time for a new earmold. See the hearing aid dispenser.

3. Check with your hearing aid dispenser. Feedback can be caused by one of two things:

a) a poorly fitted earmold, which your dispenser will replace;

b) an internal electrical problem, which your dispenser will repair.

PROBLEM: *If the hearing aid gets wet*

1. Remove the batteries immediately.

2. Drain out the water. Dry the aid as thoroughly as possible with an absorbent cloth.

3. Place the aid in front of a fan or hair blower set on *Cool* to finish drying. DO NOT place near a heat source. This can

damage the hearing aid. (You can wave an old-fashioned fan to dry it if an electric fan or blower is not available.)

4. If you notice any problems with the aid after it is dry, consult your audiologist or hearing aid dispenser.

PROBLEM: *If the hearing aid stops working after being exposed to extreme cold*

Relax! This should not damage the aid. Just let the aid gradually warm to room temperature slowly and it will begin working again.

Highlights

Introduce the aid with an air of confidence.
Expect your child to wear it.

Every hearing impaired child should be seen by the otologist and audiologist at least once a year, after any ear infection, or if you notice a change in his hearing ability.

Follow a consistent program of helping your child learn to listen.

Keeping the hearing aid in top working order and on your child (except when he's sleeping or when the aid could get wet) is up to you.

1. Keep a supply of batteries (and, for body-level aids, spare cords) on hand.
2. Run through a quick hearing aid check each evening.
3. Have all repairs made promptly.

**MAKE THE MOST OF YOUR
CHILD'S RESIDUAL HEARING.**

JOHN TRACY CLINIC CORRESPONDENCE COURSE
FOR PARENTS OF YOUNG DEAF CHILDREN
PART B-PRESCHOOLERS-LESSON B-VIII

Parent Report

Date _____ Enrollment No. _____

Parents' Names (Please Print) _____ Child's Name _____

Address (Street & Number) _____ Child's Age (Years, Months) _____

City, State, Zip Code _____ Is This a New Address? _____

Has there been a change? (if so, describe):

In your child's hearing or hearing aid situation? _____

In your child's educational situation? _____

In the family situation? _____

In your participation in classes or a parent group? _____

Return this report form whenever you are ready for the next lesson. If you prefer to answer in letter form instead, please do so. As you share information about your child, we can work together to adapt the lessons specifically for you and your child.

A. COMMUNICATION

1. What changes have you noticed in your child's listening skills, understanding of language and ability to express himself recently?

He attempts to listen, understand the conversation & tries to express himself, though not effectively. However his concentration is quite low.

2. What activities did you consider before selecting one for your language sample?

3. What method did you use to record your child's utterances? (For example, a tape recorder, another adult, etc.)

JOHN TRACY CLINIC

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806 West Adams Boulevard

Los Angeles, California 90007

(OVER)
PR-VIII.1

B. YOU AND YOUR CHILD

1. On what occasions have you used books or pictures to talk about feelings – your own, your child's or a friend's?
2. How have you been able to help your child overcome a specific fear now or in the past?
3. Describe how you have helped your child develop some understanding of separation (parent leaving, beginning school, friend moving away, death, etc.)?

C. GAMES AND ACTIVITIES (Some questions to think about)

What language did you use in sharing these activities with your child? How did you adapt them? What changes did you notice in your child's responses from the first time you played the games to the last?

1. Preparing Breakfast *Names different menus, gets angry if we don't what he*
2. Cutting and Pasting *Very fond of this game. Has learnt shapes & sizes*
3. Learning About Sizes _____
4. Listening to Loud and Soft Voices _____
5. Long and Short Speech Sounds _____

D. MOTHER'S QUESTIONS AND COMMENTS

① Of late, he is interested in conversations people make. He observes them keenly & tries to hear also. He interrupts the conversation & asks me the parts he can't decipher. This has pleased me a great deal. ② He does not like people using high voices talking to him. He complains regarding that & tries to scold them.

FATHER'S QUESTIONS AND COMMENTS

If necessary, use another sheet of paper.

JOHN TRACY CLINIC CORRESPONDENCE COURSE
FOR PARENTS OF YOUNG DEAF CHILDREN
PART B-PRESCHOOLERS-LESSON B-IX

Parent Report

Date _____ Enrollment No. _____

Parents' Names (Please Print) _____ Child's Name _____

Address (Street & Number) _____ Child's Age (Years, Months) _____

City, State, Zip Code _____ Is This a New Address? _____

Has there been a change? (if so, describe):

In your child's hearing or hearing aid situation? _____

In your child's educational situation? _____

In the family situation? _____

In your participation in classes or a parent group? _____

Return this report form whenever you are ready for the next lesson. If you prefer to answer in letter form instead, please do so. As you share information about your child, we can work together to adapt the lessons specifically for you and your child.

A. COMMUNICATION

1. What sounds or combinations of sounds does your child use?
2. If your child is working with a teacher or therapist, what are some of the specific speech goals that have been set? How are you reinforcing these ideas at home?
3. Please share some comments on the variation in pitch and loudness your child makes.

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(OVER)
PR-IX.1

4. How do you help your child with his speech? (Through auditory clues? visual clues? touch?) Has there been a situation when you decided it was best **not** to correct your child's speech? Describe.

B. YOU AND YOUR CHILD

1. What other ways have you "child-proofed" your home?
2. Describe how you have set outside boundaries for your child.

C. GAMES AND ACTIVITIES (Some questions to think about)

What language did you use in sharing these activities with your child? How did you adapt them? What changes did you notice in your child's responses from the first time you played the games to the last?

1. Taking a Walk _____
2. Puppets _____
3. What's Different? _____
4. Who's Talking _____
5. Loud Voice, Soft Voice _____

D. MOTHER'S QUESTIONS AND COMMENTS

FATHER'S QUESTIONS AND COMMENTS

If necessary, use another sheet of paper.

JOHN TRACY CLINIC CORRESPONDENCE COURSE FOR PARENTS OF YOUNG DEAF CHILDREN

Working Parents and Single Parents

We see many working parents at John Tracy Clinic, and many enroll in our Correspondence Course. You may feel that you're alone out there. (You really aren't!) Maybe you don't know any other working parent who has the responsibility for a young deaf child. You wonder if anyone else is going through the things you face day in and day out. That can be a lonely feeling. Perhaps you find yourself torn, wishing you could stay at home with your child, but knowing you have a job to go to each day. You worry that you may not be doing enough for your child. And you wonder what more you can possibly do. There just aren't enough hours in the day!

We're here to assure you that you're **not** alone. Many other working parents are just as concerned as you are. They are trying to do everything possible for their hearing impaired child. They wish they could do more. Actually, most are doing a fine job—better than they think.

You've probably heard people say it's not the quantity of time you spend with a child that's really important, but the **quality** of time. Since you are away from your child during the day, you can't spend a great deal

of time with him. But you can pack a lot of activities and language learning experiences into the time you **do** have together. Many other working parents are doing it. You can, too.

Morning, Evening: Time With Your Child

If you've been working for a while, you have your daily schedule all figured out by now. You know how much time you have in the morning before you go off to work. And you know everything you have to do when you get home at night. You may feel that doesn't leave much time to be with your child. But, as we say in our lessons, your child can share that time with you. You can include him in all those activities that fill your early morning and evening.

A good deal of your morning and evening hours will be spent caring for your child. In the morning, for example, you will see that he gets dressed. Talk to him about the clothes he's getting into. If he's old enough to make some choices, offer him a choice between two similar and equally acceptable pieces of clothing. And you can ask him

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to get his shoes out of the closet. (He might need a helping hand if he doesn't understand you.)

A.M.

Every morning, after quickly checking the hearing aid, you will put it on your child. (Soon he may want to do this himself.) Speak about putting his hearing aid on him. Mention turning it on, then, to be sure he's "on the air," speak into the aid.

Then, in the morning, there's breakfast—another chance to talk to your hearing impaired child. Mention food you're preparing. Tell him which foods are "hot" and "cold." Observe his reactions to the food he eats (or refuses to eat!). Give him the words to express his feelings. "YOU REALLY LIKE YOUR CEREAL." "YOU DON'T LIKE SCRAMBLED EGGS!"

If your child spends the day away from home—in a day care center, a nursery school, or at the babysitter's home—you'll probably be the person who drives him there. Talk to him during the drive. (Safe driving comes first!) Call his attention to the beep of a car horn or the rumbling of a big truck as it passes. Do the same on the way home later in the day. If you stop off to buy food on the way home, talk to your child about what you're buying. He may be old enough to hand the money to the sales clerk and to help carry some of the food to the car.

P.M.

When you arrive home the first thing on your mind is probably dinner. If your child is still very young, you can put him in his

highchair or a playpen where he can watch you. If he's independent about getting around, he may stay close by, involved in his own activities. He'll probably stay close enough to keep an eye on what you are doing. As you prepare the meal—taking out food from the freezer, cutting vegetables, opening cans, stirring food on the stove—talk to your child about what you are doing. Say, for example, "HERE ARE SOME POTATOES." "I'M PEELING THE POTATOES." "NOW THE POTATOES ARE COOKING." "THE POTATOES ARE HOT!"

And when you clean up after the meal, your child can be nearby, again in his highchair or playpen. Or, if he's old enough, you might let him dry a dish or two (something nonbreakable, with no sharp edges). Talk to him about what you and he are doing. This is a good chance to use words like "wet" and "dry," and also to mention colors and sizes. "HERE'S A BIG PLATE!" "HERE'S YOUR YELLOW CUP."

In the evening you may have time to play one of the games described in our lessons. Or you may prefer to sit with your child and have some "quiet time"—looking through picture books, perhaps. You could, while you hold him close to you, sing near his ear or hearing aid. This can be a special time for you and your child.

As you see that he gets undressed, again talk about his hearing aid and clothing. On those days you give your child a bath, you'll find that it's a perfect opportunity to talk with him at his eye and ear level. Kneel near the tub and talk to him about the water, the parts of his body you are washing, the floating toys he is playing with. Your baby might like to have water dribbled on him as a kind of game. As you dribble the water

on various parts of his body, name them. And if he's pushing his toy duck across the water, you could say, for example, "YOU PUSHED THE DUCK" or "THE DUCK IS WET." While you bathe your child with water, bathe him with words, too!

A cozy pre-bedtime session, and tucking your child into bed, will be, for parent and child, a fine learning experience. Our lessons stress the casual opportunities to talk to your child. This bedtime routine will give you a chance to "pour the words in" and to have another special moment with your child at the end of a busy day.

The ways in which you include your child in your activities will depend upon your lifestyle. You may prefer to do certain household chores alone, for example. You can do them quickly and then have time to sit down with your child afterward for some uninterrupted time together. (And, certainly, there are some jobs—such as ironing or cleaning the oven—that are too hazardous for a child to be near.)

Is Your Child Still a Baby?

Then, too, your child's age will make a difference in how you include him. When he's still a baby, talking to him will be your main way of including him in your activities. He's too young to give you a helping hand cleaning the house or washing the car. But, as we've said, you can have him near you while you do those things. Put him in a safe place, such as a play-pen. He can be in his high-chair if you can keep an eye on him. And, whenever possible, be at the same eye and ear level as he is. Then he can watch your lips and hear your voice. Of course you can't talk face to face with him every moment of your chores. You'd never get them

done! But you can have two goals each time you set out to perform a chore—to get the job done, and to talk to your child about what he's watching you do.

A young baby won't understand your words yet, but he's getting valuable exposure to language. And he's also spending more time with you than he would if you did all your house and yard chores without him nearby. He likes to be where the action is!

The Toddler and Preschooler

If your child is older—a toddler or run-about—he can probably help you with simple tasks. For example, you may have to pick up things lying around the house—toys, shoes, magazines, etc.—and put them away. Try turning this job into a treasure hunt for you and your child. Show him how to find and pick up objects and put them into a basket or box you are carrying. When he brings an object to you, name it and help him put the object into the basket. Say, for example, "THAT'S A SOCK." Then add, as you help him drop the sock into the basket, "PUT THE SOCK IN THE BASKET." Your child not only has the pleasure of helping you, but he's learning concepts such as "in." You may also find the chores less of a "chore" when you have the pleasure of your child's company. Including him may mean he is actually less demanding than if you try to rush through a job without his "help."

DAY CARE AND BABYSITTERS

When you are away at work you will have to leave your child—if he is not yet in school—in the care of a dependable person. Even if your child is in school, he may get

home before you do. That means you will need to have someone at your home to watch him until you're back from work. Or you may arrange to have him stay at someone else's house until you can pick him up.

Even when your child is away from you, though, he can be getting the kind of exposure to language he needs. Certainly you can use the time in the car when you drive him to and from the day care center. (We discussed this in more detail earlier in the paper.) Help him make the transition between home and the place where he will spend the day. Don't be alarmed, though, if he becomes upset when you say good-bye to him, or even when you pick him up later in the day. He's not upset to see you—he's just gotten used to the environment of the day care center or babysitter's home. It will take him a few minutes to adjust to you and the new environment. Be patient. Talk to him about his feelings. When he becomes used to the routine he will probably make the transition without tears or tantrums.

You might want to put together a small book of photos or drawings that will prepare him for the day care center. Take pictures of the day care staff or babysitter, the center itself or the babysitter's home, and perhaps even some of the recognizable sights along the route to the center. Paste the pictures in a scrap book. Then, either in the evening during your "quiet time," or in the morning before you and your child leave for the day, sit down with him. Show him the pictures of where he will be going. Talk to him about the pictures, naming the people and places shown in them. They may help remind him of whatever happened during the previous day. He may then feel better about going to the day care

center or babysitter's. You could also take pictures of his brothers and sisters (if any), the family pet, and, of course, Mommy and Daddy. Leave the scrap book with whoever takes care of him during the day. Explain who the people are in the pictures (print captions underneath each one). Then the babysitter or day care staff can talk to your child about familiar people and places.

In time your child may think of home and the day care center as being alike in many ways—not as two completely separate experiences that have nothing to do with each other. That should make the transition between home and the babysitter's house relatively easy—and more pleasant for both of you.

Also share with your child's day care teacher or babysitter the goals you are working on. Tell her about the methods you use with your hearing impaired child. You may even want to have her read the lesson you are working on. At the very least, show the teacher or babysitter how to talk to your child—face to face sometimes, and, at other times, close to his ear or hearing aid. Following is a list of guidelines for anyone who cares for your child. Give it to his teacher or babysitter. Then sit down with her and discuss each item to make sure she understands.

IF YOU TAKE CARE OF A HEARING IMPAIRED CHILD

Watch for the efforts a hearing impaired baby or young child may make to express himself or herself. If he can't yet talk, he'll tell you things without words. His actions and facial expressions will speak for him. Respond as quickly as you can to the child's messages. Respond in words—and, when it's appropriate, by your actions.

Speak to the child to get his attention. Go on with what you have to say when he looks at you. Make every effort to talk to him when he's looking at your face. Talk about what's going on, what you are doing, or something that interests him at the moment. Show him what you are talking about. Your talk should be one-to-one, face to face, close up. (Two to four feet between him and you makes it possible for him to see your lips, and perhaps to hear your voice. He may not yet recognize words.)

Mention things by name. Talk about the child's toys, articles of clothing, food as it's served, the soap and water and washcloth at clean-up time.

Talk more than you would to most children! And, a few times during the day, hold the child and sing or talk close to his ear or hearing aid (before naptime, for instance).

Ask the child's parent to show you how to put his hearing aid on. Practice doing it a few times as the parent looks on. The hearing aid (or aids) should be worn except at naptime or bedtime or when it might get wet. If it "acts up," or stops working, try replacing the battery. If that doesn't help, and the aid is the type worn on the body, try a new cord. If this does not solve the problem, keep the aid off the child until the parents can have it serviced. The parents should see that you always have a few spare batteries (and an extra cord for body-type aids). When the aid isn't on, keep it out of the reach of children.

If the child bumps his ear, the ear piece may scratch his ear opening. If you notice a scratch or slight bleeding, take the hearing aid off at once. Call the parent or the otologist (ear specialist) for advice. If you can't reach the

parent or otologist, call the child's regular doctor. The scratch or abrasion is not likely to be serious, but the earmold should not be put in the child's ear until the doctor says it's okay.

Remember: This is first of all a **child** who is in your care—a child like most children except that he doesn't hear as other children do.

If Yours Is a One-parent Family

You may not only be a working parent, but a working parent on your own. You may be widowed, divorced, separated, or single. Whatever your situation, you have the same concerns as any working parent, plus a few more.

You may be the sole support of your family. Unlike families in which two parents work, your family may have to live on just your income. This could mean you're on a tight budget. There may be little money available for child care in your home or at a day care center or babysitter's. You may worry about becoming ill and unable to work. This can be a real concern when you are the sole provider for your family.

As a single parent, you may miss most having another adult to share your everyday concerns with—not only your worries and fears, but your joys and triumphs, too. Everyone needs emotional support. If you have not met many other single parents just in the course of living, consider contacting such organizations as Parents Without Partners. If you have met other single parents on your own, you might get together to share your feelings. Other single parents will understand what you are going through, even though they do not have a hearing impaired child. You can exchange ideas, talk over problems, give and receive support. You might be able to locate a group of parents of hearing impaired children. You're sure to find other working or single parents there. They'll understand your special needs and perhaps share with you some of the ways they cope. Knowing even one other adult in your situation can help you through the rough spots.

As a single parent of a hearing impaired child, you may feel you have additional concerns. The time you spend with your child in the morning and evening can seem rather hectic. Perhaps you can stretch your budget enough to hire a neighborhood teenager or pre-teen to play with your child while you are preparing dinner (or to give you a few minutes to yourself).

In short, if you and your hearing impaired child live alone, you have a big job. All the more reason to give yourself a break once in a while! Take an evening off now and again—or a weekend morning or afternoon. Leave your child with a dependable adult or teenager. Then don't feel guilty about doing it! Everyone needs "time off." And, as a single parent, you may need a break more often than someone with fewer daily responsibilities. If you can't afford a babysitter on these occasions, trade babysitting services with another single parent. She'll appreciate an evening off as much as you will!

Use your time with your child in a constructive way: see the suggestions given earlier in this paper and in all our lessons.

Other Sources of Help

We've included a list of books and organizations at the end of this paper. Take advantage of some of them. And let us know about any special ways you find to make your own situation easier. We'd like to pass on your tips to other working and single parents enrolled in the Correspondence Course—and, in return, pass on their tips to you. We're here to help.

Other Sources of Information and Help

BOOKS AND MAGAZINES

The Working Mother, by Sidney Cornelia Callahan; The Macmillan Company, 1971.

(Compiled from questionnaires, this book presents the stories of sixteen women who are combining work and child rearing.)

Working Mothers, by Jean Curtis; Doubleday & Company, Inc., 1976.

(Practical suggestions for families where a mother with young children works outside the home.)

New Life Options—The Working Woman's Resource Book, edited by Rosalind K. Loring and Herbert A. Otto; McGraw-Hill Book Company, 1976.

(Chapters on child care and on the single parent. Child care information includes a rating sheet to help parents select a child care arrangement. The single parent chapter describes characteristics and difficulties of the single parent household.)

So You Want To Be a Working Mother, by Lois Benjamin; McGraw-Hill Book Company, 1966.

(Not new, but up-to-date in most respects. This book takes a lighthearted look at life from a working mother's viewpoint.)

The Macmillan Publishing Company, Inc.
866 Third Avenue
New York, New York 10022

Doubleday & Company, Inc.
501 Franklin Avenue
Garden City, New York 11530

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, New York 10020

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, New York 10020

Parents' Yellow Pages (A Directory by the Princeton Center for Infancy), Frank Caplan, General Editor; Anchor Books Edition, 1978.

(Includes chapters on single parents and working parents, each with a list of resources.)

Choosing Child Care: A Guide For Parents, by Stevanne Auerbach and Linda Freeman; 1975.

(A concise, practical handbook for parents. How and where to look for child care programs. Includes a checklist to help evaluate a center, and tips on how to locate a sitter, child care center, or family day care home.)

Day Care For Your Children; U.S. Department of Health, Education, and Welfare; 1974.

(This inexpensive government pamphlet offers suggestions on locating and evaluating child care.)

Anchor Press/Doubleday
501 Franklin Avenue
Garden City, New York 11530

Order from:

Day Care and Child Development Council
of America, Inc.
1012 14th Street, N.W.
Washington, D.C. 20005

Order from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Stock No. 1791-00194

TO SHARE WITH CHILDREN

I Love Gram, by Ruth A. Sonneborn; 1971.

(One of the few picture books in which the mother works. Even the grandmother is not the rocking chair type.)

Order from:

Day Care and Child Development Council
of America, Inc.
1012 14th Street, N.W.
Washington, D.C. 20005

Shawn Goes to School, by Petronella Breinberg; 1971.

(A young child is helped to overcome his fear of nursery school by an understanding mother, teacher, and sister.)

Order from:

Day Care and Child Development Council
of America, Inc.
1012 14th Street, N.W.
Washington, D.C. 20005

ORGANIZATIONS

Day Care and Child Development Council
of America, Inc.
1012 14th Street, N.W.
Washington, D.C. 20005

(This organization serves as an advocacy office for day care and children's rights, and is a clearing-house and distribution center for day care information. Their catalog—**Resources for Child Care**—lists their publications, including some for parents of children with special needs.)

Parents Without Partners
7910 Woodmont Avenue, Suite 1000
Washington, D.C. 20014

(Parents Without Partners publishes **The Single Parent**, a journal written by professionals in various fields—all related to the concerns of single parents. They also offer reprints and brochures. Write for a complete list and prices. Ask for information on a nearby chapter of the organization. Or check your local telephone directory for a listing under Parents Without Partners.)

